

Code of Behaviour 2016-2017



This policy has been prepared in accordance with The Guidelines produced by the National Education Welfare Board as per The Education Welfare Act 2000- Section 23.

Good Behaviour is essential for effective teaching and learning to take place in Scoil Bhríde. Our Code of Behaviour provides a just and reasonable system to ensure responsible behaviour by students, staff and parents/ guardians. The Code was formulated after discussions with the children of Scoil Bhríde, parents, teachers and the Board of Management.

Affirmation and reward of good behaviour by school and home is a fundamental part of our Code of Behaviour.

The Code of Behaviour and the expectations set out in the Code are based on respect for others, a commitment to study and participation in the life of the school.

The Code applies to all aspects of school life and all school related activities before, during and after school.

Bullying: The school has a very strong policy against bullying. The Anti-Bullying Policy is available on request. It is part of our Anti Bullying Code that:

- Every pupil is entitled to an education free from harassment or abuse and bullying will not be tolerated in school.
- There should be no unwelcome name-calling, skitting., teasing, verbal abuse, physical abuse or fighting and no unwelcome comments about a pupil or any member of their family
- Any incident brought to the attention of teachers or ancillary staff will be taken seriously and will be investigated. If the problem persists then the person causing the problem may face serious disciplinary action under our Code of Behaviour.

Roles and Responsibilities of the School Community in the implementation of the Code of Behaviour.

Students/ Children: Every child must give a commitment to accept the Code of Behaviour and to fulfill the expectations as set out in the Code. This will ensure the creation and maintenance of a good learning environment.

Parents/Guardians: Parents/Guardians have a duty to support the school in implementing a fair and just code of behaviour. Acceptance of the Code of Behaviour by parents/guardians is required on enrolment of a student in the school. Parents undertake responsibility to educate their children on the Code of Behaviour.

Teachers : Each Teacher has a responsibility for the maintenance of discipline within his/her own class and share, with every other teacher, a common responsibility for good order within the school and school grounds and on all school related activities before, during and after school. **Each teacher has the responsibility of teaching the Code of Behaviour to their class.**

SNA's and Ancillary Staff : SNA's and all ancillary staff have a common responsibility along with the teachers to maintain good discipline and good order within the school and school grounds and on all school related activities before, during and after school and to share responsibility to teach children the code by example.

Care Team: The Care Team have a pastoral duty to act as support to children experiencing difficulty in maintaining the Code and to help or seek help for them to overcome any problem behaviours.

Principal : The Principal has the overall responsibility for the day- to –day running of the school. The Principal ensures that implementing the code is done in a fair and just manner and that the implementation of sanctions is fair, equitable and appropriate.

The Board of Management : The BOM formally approves the Code of Behaviour and supports the Principal and staff in the implementation of the Code. The Board of Management hears appeals by parents/guardians against the decision of the Principal to suspend or expel a student.

Expectations

In defining the Code of Behaviour, consideration has been given to the particular needs and circumstances in Scoil Bhride. The Code has been formulated after discussions with all

members of the school community as part of the consultative process. Our aim is to provide a framework for reasonable and responsible behaviour by all members of the school community children, parents/guardians and staff alike, and to ensure that every reasonable effort is made to accommodate the individuality of each student while acknowledging the right of each student to education in a disruption-free environment. The Code as stated extends to the environs of the school, to school outings and trips, to all school related activities and while coming to and going home from school.

- 1. Good Manners and Good Behaviour:** Children are expected to show respect to teachers, fellow pupils and visitors to the school. Students must have respect and consideration for others. This involves being fair to everyone, helping other if they need help, not picking on or bullying others, not fighting in or out of school, taking care of their own belongings and respecting the property of other children, teachers and the school. Scoil Bhríde expects our students to show politeness, respect and courtesy to all members of the school community, bus drivers, local residents and visitors at all times. Ill mannered, disruptive or dangerous behaviour will not be tolerated
- 2. Attendance:** Children should attend school every day and arrive on time for school every day. The school gates open at 8. 40 a.m. and the school accepts children from 8.40 a.m. onwards. School begins at 8.50 a.m. and children go to class for 8. 50 a.m. The school takes no responsibility for children arriving before the official opening time at 8.40 a.m. Scoil Bhríde expect that parents will send their children to school unless it is absolutely unavoidable. The school expects that all absences will be explained and that the children will bring in notes if they miss school for any reason. The school advises parents to send in medical certificates if the children have missed time due to illness.
- 3. Uniform:** Children are expected to wear the navy uniform every day. The school uniform consists of navy trousers for boys, navy trousers or skirts for girls, a navy jumper, and sky blue polo shirt or formal shirt with a navy tie. The school tracksuit for Physical educational activities consists of a navy tracksuit bottom and top. The school is also willing to accept the tracksuit top as part of the uniform. The school expects the children to wear the formal shirt and tie for major occasions including confirmation, school masses, graduation ceremonies and other such functions deemed important by senior management. A supply of school ties will be available from the office on a loan and return basis for such occasions.

- 4. Classwork and Homework:** In Scoil Bhride we expect our children to listen to the teacher. We expect our children not to disrupt or disturb the class. We expect that the children will come to school properly prepared for class having the books, copies, pencils, pens etc. required. Children have a homework journal and are responsible for taking down the homework assigned each night. Children are expected to do both written and oral homework watch night and the parents/guardians are responsible for checking that the work is completed. The parent/guardian should sign the homework notebook each evening when the homework is completed. The school homework policy ensures that homework is not assigned at weekends or at holidays but uncompleted work may be assigned at weekend. The school also runs homework clubs and targeted children are selected and assigned places in line with our After Schools Activities policy.
- 5. School Environment:** Scoil Bhride is part of the Green Schools Initiative and has a green flag. Children are encouraged to keep the school building, yard and school environs clean and free of litter. Litter must be categorized as part of our green school policy and placed in the appropriate bins. Chewing gum is not allowed. Children are not permitted to return to the school grounds or building after school/weekends/holidays without permission from the school principal or a member of senior management. Children attending school related activities and after school activities and supervised by a member of the teaching staff or SCP staff are allowed on the premises for the duration of the activity. Children are expected to take care of the school property and not cause any damage.
- 6. Yard Drills and Behaviour during Break Times:** Pupils are asked to leave and return to the classroom in single file. Children are not allowed to bring any item or objects onto the playground for health and safety reasons. The school playground is divided into two sections and children are expected to stay in the section assigned to them. Senior Classes are allowed play soccer at specifically allotted times and are expected to follow the general school rules when playing. At the end of break the teacher on supervision will ring a bell twice. On the first ring children stop playing and stand still and on the second bell they walk quietly in an orderly fashion to their line. The class teacher collects the class from the designated line area and the children walk in an orderly fashion back to class. (A list of yard rules and the procedures for teachers is included in the appendix to the Code of Behaviour). On days when children do not go to the playground they remain in their classroom for the duration of the break.

7. **Health and Hygiene:** The school has a Healthy lunch and healthy eating policy. Parents/Guardians are requested to adhere to the guidelines given in this policy and prepare a healthy lunch for the children. Junk food, wedges, sausage rolls, crisps etc. are not allowed. (See Healthy Lunch Policy for details of foods that are and are not allowed). Parents/Guardians are asked to check the children's hair on a regular basis to help prevent outbreaks of head lice. Any outbreaks should be reported to the class teacher in school. Children are expected to be clean, neat and tidy at all times and to follow hygiene procedures laid out in school.
8. **Health and Safety:** The school has a Health and safety policy and this is available to parents on request. In the interest of safety children, staff and parents/guardians are not allowed to cycle on the school playground. Pupils are requested to walk at all times throughout the school and school grounds. Children are allowed onto the school yard from 8.40 a.m. onwards and are allowed into the hall on wet mornings. Children are asked to wait in the hall in an orderly fashion. The class teacher will collect them from the hall. It is forbidden to leave the school grounds unaccompanied at any time. Children are not allowed to the shop across from the school and climbing on any school property or on trees inside or along the outside perimeter of the school.
9. **Behaviour on School Outings:** On outings children representing Scoil Bhríde are expected to be on their best behaviour and behave in an exemplary manner. Directions from the person in charge must be complied with at all times. All school rules included in previous sections apply to school outings. This includes walking locally or within a school group to any centres such as the church, the library, community centres etc.

Reward Systems and Procedures

Scoil Bhríde places a significant emphasis on promoting and rewarding good behaviour. This is done in a number of ways; through affirmation and acknowledgement by the teachers in class and sending positive notes home in the homework diary, at parent teacher meetings, at assemblies, in newsletters and in the local papers and at the end of year ceremonies. We set high expectations for all our students and endeavor to create a positive learning environment.

Regular praise and affirmation is continually given to children for their efforts in Scoil Bhríde. As part of the Code of Behaviour the school will continue this policy. Many of the initiatives are already in place but are now being documented as part of the school plan. Teachers own management styles, experience and creativity are acknowledged. In this school the aim is to

strike a balance between reward and sanction. We strive towards a policy that raises expectations of the children in our care and improves their standards. The importance of rewarding positive behaviour cannot be underestimated. Affirmation is the means by which, teachers and parents mirror for children their goodness, worth, value, uniqueness, lovability and vast potential. By accentuating the positive it is hoped that such behaviour type will increase in frequency.

Rewards come in different forms. Tangible rewards come in the form of treats, trips to special places or privileges (extra playtime, video time, story time etc.). Praise on the other hand is teacher approval, positive enthusiastic feedback from teachers that used in a specific way may help to change and enhance the pupil's self esteem.

In Scoil Bhride it is recognised that there are various levels of reward:

1. Initially the most important reward for the child is intrinsic. As a result of good choices they are safe and secure. Furthermore, due to responsible choice they help other children and staff feels safe and secure. They are contributing to the well being of others.
1. Scoil Bhride recognises the importance of reinforcing positive behaviour through gesture (smile, nod etc.), verbal acknowledgement and praise that is specific, accurate and realistically applied to something that the child has done.

The school plans to build on the reward-centered climate through the following whole school initiatives:

1. Regular Timetabled Assemblies. Two school groupings i.e. Infants, First/ Second Classes, Third/ fourth Classes and Fifth/Sixth Classes. Children from each class grouping will be rewarded for effort for work and behaviour at the assembly. (Merit Awards)
2. Teachers send home positive letters.
3. Positive behaviour or cooperative behaviour is acknowledged on the Yard sheet.
4. Attendance awards for regular attendees on a termly and yearly basis. An Attendance Blitz to be held annually to give impetus to whole class attendance. (As per EWA 2000 Section 22).
5. Classroom management awards can include stars, stickers, badges, points, vouchers, small prizes

It is intended to add rewards to the system on an ongoing basis and also to review the reward policy at regular intervals.

Sanctions Disciplinary Procedures

It is hoped that a child and his/her parents/guardians will respond positively to any sanctions imposed and that the child will reflect on the unacceptable behaviour, accept responsibility for his/her actions and make every effort to change their future behaviour to meet the expectations of the school.

The school has adopted a staged approach to discipline. Breaches of the Code will be based on a referral system and sanctions are usually progressive. In certain serious incidents a child can be placed at an appropriate level without going through each stage e.g. In the case of a serious fight the child could be placed on Stage 4 without having been on a stage previously depending on the nature of the fight and the danger to the health and safety of other children and staff.

A list of named behaviours is included with each stage as a guide but it is not possible to list all offences at each stage and the list is used as guide for the school community as an indication of the seriousness of the offences that might lead to sanctions and actions taken against a child for failing to comply at each stage.

Classroom Management: Each Teacher is given responsibility to manage their own Class. It is expected that each teacher at the beginning of the school year will draw up a list of class rules in partnership with the children. The rules will be agreed and the children will be asked to sign a contract form agreeing to follow the classroom rules. These rules will be displayed in a prominent place in the Classroom. The class teacher will take responsibility for an agreed set of sanctions for breaches of their own Classroom Management structure. Both positive behaviours and incidents of misbehaviour will be recorded in a hard back copy and this will be supplied from the office on request. The hard back copy will be available to the Principal, Deputy Principal or Senior Management at any stage or if a particular child progresses up the stages.

The incidents recorded will also be used to inform parents/guardians of a child's behaviour record at parent-teacher meetings and filling the child's school report.

Stage 1 : Moderate Offences: A child is placed on Stage one if deemed to commit a Stage 1 offence. Stage 1 offences are outlined below. The report is made on a **Green Form** and this stage involves the child being placed on a 'Time-Out' with a paired teacher.

Stage One: Moderate Offences: Green Form

1. Continual Rule breaking within the classroom.
2. Namecalling of any sort and any comments of a racial nature likely to cause offence.
3. Persistent Lying or/and Untruthfulness.
4. Interfering deliberately with other children's games.
5. Play that is deemed unsuitable or rough and likely to cause harm to the child or other children.
6. Deliberately failing to follow guidance or instructions from a member of staff.
7. Deliberate and/or Repeated foul aggressive and abusive language.
8. Throwing objects that are like to cause harm or damage.
9. Unsupervised children on school grounds or premises without reasonable cause during or after school. (Children without teacher pass)

Procedure :

1. If the child commits a moderate offence the teacher fills out a **Green Form** placing the child at Stage One of the Code of Behaviour. In relation to incidents that happen on yard it is the teacher that supervises the incidents that records it, fills the appropriate form, meets the parent/guardian or refers it to the principal when necessary.

The child is sent to a paired classroom as a time out procedure. The child is given an assignment and does not return to class until this is completed. In the event that the child attends a support teacher the child will work as normal with the support teacher and return to the paired teacher until the set assignment is completed. If the incident happens during break time then the child will be removed from the yard and sent to the paired classroom for the next break.

The Class teacher will have a pre-prepared pack with assignments in it so that the child gets the work immediately and no child should be sent to a paired class

without an assignment. The paired teacher is on an opposite break so there are no supervision issues arising.

1. On returning to the class the child apologises to the class teacher and any other person involved and offended by the behaviour and commits to improving behaviour. The teacher completes the conclusion box on the relevant green form and files it in the child's file.
2. Notification of the incident to the parent/guardian is important and the parent/guardian needs to be informed that the child is on Stage 1 of the Code of Behaviour. A meeting is not necessary but the parent should be sent a copy of the incident or it should be included with the homework journal.
3. The child will remain on Stage 1 for 1 school week (5 days) from the day of the incident and will be removed from Stage 1 if there are no other recorded incidents in relation to the child's behaviour and the child is informed of this by the teacher who gave the child the **Green Form**.

Stage 2: Serious Offences: Orange Form.

Teacher meets Parents/Guardians.

1. Refusal to carry out teachers' directions.
2. Giving cheek deliberately to any member of school staff.
3. Behaviour that seriously infringes on the other children's right to learn.
4. Verbal abuse or foul language directed at the teacher or school staff.
5. Deliberate interference with a member of staff that is dealing with an incident.
6. Physical fighting, Retaliation, Aggressive behaviour, rough play or mess fighting.
7. Any form of racial abuse.
8. Intimidatory behaviour including or organising or formation of gangs within the school.
9. Storming out of class and/or children leaving school grounds without permission (including children who go to the shop without permission)
10. Intentional or willful damage to school property
11. Bullying
12. Theft/ stealing

Procedure

1. If the child commits a serious offence the teacher fills out an **Orange Form** placing the child at Stage Two of the Code of Behaviour. The Child is sent to a paired teacher. The child fills out a section on the form explaining why they were involved and what they did so the child's side of the story is recorded and the child is given the opportunity to explain the behaviour and reasons for it. A copy of the **Form** is sent to the parent/guardian. The teacher arranges a meeting with the parent to discuss the incident. The child remains in the paired classroom until the meeting is held. Every effort will be made to have the meeting the day following the incident. Both parties have the option of bringing another person to the meeting as a support. The other person is not, however, allowed to comment or participate in the meeting. The meeting is a formal one and the decisions taken are recorded. The child's behaviour is monitored for the next two weeks.
2. On returning to the class the child apologises to the class teacher and to any other person affected or upset by the behaviour and then commits to improving behaviour. The child will stay on Stage 2 for two school weeks (10 School Days). If there is no further incident then the teacher completes the conclusion box on the relevant **Orange Form** and files it in the child's file.

Stage 3 Gross Misbehaviour: Red Form: Referral to Principal/Deputy Principal or Senior Management.

At Stage 3 the incident is deemed to be serious enough to have it referred to the Principal/Deputy Principal. A **Red Form** will be completed by the Principal. A child is placed on Stage 3 of the Code of Behaviour if the child is involved in a serious incident. A child can be placed on Stage 3 if there is persistent low level disruption or misconduct and the procedures outlined in Stages 1 and 2 have been followed. A child can also be placed on Stage 3 where there is a once-off incident of a serious nature such as bullying, intimidation, bad language, damage to property, harassment, refusal to obey reasonable instructions or disruption to the education of other children, where children have failed to comply with the sanctions outlined in Stages 1 and 2 and the nature of the incidents requires the intervention of the Principal or Deputy Principal. The matter is then referred by the teacher to the principal or Deputy Principal.

These behaviours need an immediate intervention and require the involvement of parent(s)/guardians. 1/2/3 day suspension may follow these incidents. A child will not be suspended at this Stage any longer than 3 days. Once a child reaches 6 cumulative days suspension the matter will be reported to the NEWB. Such behaviours might also include the following:

1. Violent and/or threatening behaviour towards a teacher and or other children.
2. Behaviour that puts the safety of staff or children at risk.
3. Serious misbehaviour on school tours or school outings.
4. Lack of respect to any visiting personnel including substitute teachers, teachers on teaching practice or any guest speakers or visitors to the school.
5. Incidents that affect the good name of the school.
6. Interference with the school fire alarm or other such safety devices.
7. Stealing.
8. Willful damage to property including graffiti.
9. Any incidents of Racism.
10. Vandalism of any sort.
11. Threatening behaviour of a serious nature with intent to harm.
12. Threatening to hurt or get somebody going to or going home from school.

Procedure:

1. The Principal or Deputy Principal investigates the matter fully.
2. The Principal or Deputy Principal considers the child's report, the teachers report and meets with the child involved to ascertain full details of what had happened. Witnesses to the events may be interviewed.
3. The Principal/ Deputy Principal will then make a decision on the course of action that needs to be followed and sanctions may now be applied.
4. Child can be taken home immediately. In the event of nobody available at home then the child will be given time out at home (suspension) the following day. A copy of the Red Form including details of the incident and a record of the investigation will be given to the parent.
5. Parent(s)/guardian are invited to come to the school to discuss the incident with the Principal/ Deputy Principal the following day. The parents/guardians will be given an opportunity to present their case.

6. Parents will be advised in writing of a decision to suspend their child. The letter will include the effective date and duration of the suspension, a clear statement that the child is under the care of the parents/guardians while the child is suspended and the expectations of the child while on suspension and the grounds on how the child's return to school will be handled.
7. Once the child returns a Behavioural Contract is drawn up and an agreement made between all parties.
8. The parent(s)/guardians are informed that the matter will be reported at B.O.M level.
9. A future breach involves a meeting to discuss the relevant incidents with the Chairperson and /or Representatives of the Board.

Stage 4: Referral to Board Of Management: At Stage 4 the incident is deemed to be serious enough to have it referred to the B.O.M. At this Stage the Board has the power to suspend for longer periods or expel a student. A **Report** will be completed by the Principal. These behaviours need an immediate intervention and require the involvement of parent(s)/guardians. A suspension will immediately follow these incidents. The Principal will suspend the child for a minimum of 3 days, except in exceptional circumstances where the Principal considers that a period of suspension longer than 3 days is needed to meet a particular objective or the child's behaviour is likely to put the health and safety of others at risk. A meeting of the Board of Management will be called to discuss the incident and this will happen if possible within 5 school days. The Principal will investigate the matter and present a report to the Board. The Parents/guardians will also be given the opportunity to send in a written submission presenting their case. Accounts from witness to the event will be provided to the Board in order that a decision can be made by the Board on the matter. The child may remain on suspension also until specified terms and conditions are met by professional bodies. In such cases professional assessments from psychologists may be required before the child is allowed return. The decision of the Board of Management will be communicated to the Parents at a formal meeting and the Chairperson, Principal and one other Board member will be present at the meeting. The Board members will deal with any questions that the parents/guardians may have in relation to the decision made by the Board. The Parents/ Guardians will be allowed to have a representative of their choice attend the meeting with them but this person can not participate in the meeting.

Once a child reaches 6 cumulative days suspension the matter will be reported to the NEWB and where the number of days for which the child has been suspended reaches twenty days the parent/guardian will be informed of their right to appeal the suspension under Section 29 of The Education Act.

The decision to suspend or expel a pupil at this level will be taken for the following reasons:

1. Serious or persistent disruption of teaching or learning.
2. The use of obscene, offensive or abusive language in word or writing in the school or towards another person.
3. Theft of, vandalism or damage to school property or to the personal property of others.
4. Acts which endanger the health and safety and welfare of others in school.
5. Deliberate interference with safety devices in school including fire alarms, fire detectors, extinguishers etc.
6. Bullying/Racist issues of serious nature.
7. Possession, use, or being under the influence of alcohol, drugs or related substances.

It is not possible to list all serious offences and the list is used as guide for the school community as an indication of the seriousness of the offences that might lead to suspension or expulsion.

In all cases of suspensions over 6 days or cases of expulsions the parents/guardians will be made aware of their right to appeal the B.O.M decision to the DES under Section 29 of The Education Act.

Where allegations of criminal behaviours are made about a pupil, these matters will be referred to the Gardai who have responsibility for investigating criminal matters.

Code of Behaviour and Children with Special Educational Needs

The code of behaviour of our school will apply to our children with special needs. The Staged Approach will be followed under the normal guidelines and parameters of our Code of Behaviour. It is acknowledged that school and classroom practices that support good learning behaviour are valid for pupils including those with identified SEN. However, cognisance will be taken of pupil's ability to comprehend and follow the code. Teachers will take care that students

with SEN understand clearly the purpose of sanctions and the reason why certain behaviour is unacceptable. School rules will be re-enforced frequently in the classroom; in the resource room and generally within the school community. Incidents of mis-behaviour involving children with SEN will be dealt with on an individual basis, in close liaison with the support team working with that child.

Behavioural goals and targets will be considered and include in education plans where appropriate. Health and Safety of all pupils will be paramount and behaviour management plans will be included as part of SEN children's IEP's. Guidance in this matter will be sought from the psychologist/multidisciplinary team if necessary. Such issues will be brought to IEP meeting at the discretion of the class teacher or resource teacher. The school will continue to apply the normal school rules in relation to appropriate behaviour in line with the Code of Behaviour.

In a situation where the educational needs of other children are being seriously infringed by another pupil the BOM reserves the right to advise placement in another school setting more equipped to meet that child's needs.

The BOM may also reserve the right to reduce the length of day for a child who cannot cope, who exhibits challenging behaviour i.e. behaviour, which prevents other children from accessing the curriculum, or a child who is deemed to be a danger to himself/herself or others. This may form a time out and be recorded as a suspension.

The Principal/representatives will meet Parents/Guardians of children with SEN prior to enrolment to outline facilities/resources available in the school to meet the child's needs.

Pastoral Care:

The school acknowledges it has a duty to assist children that present with challenging behaviour. Each teacher takes a pastoral interest in their children in their class and advise them of their expectations and teach them how to comply with the code of behaviour. The school operates a Care team to help any child experiencing difficulty in following the Code. The Care team includes the Class Teacher, The HSLO, The principal or Deputy Principal and any Support Teachers dealing with the child. The Care team will meet to discuss ways of supporting the child in school and developing strategies to help the child cope as well as providing guidance for the parents/guardians. The Care Team will also link with any agencies that can provide support to the family. These include The NEWB, School Completion Personnel, NYP, Family Services, NEPS, NCSE, CAMHS and HSE Social Welfare Department etc. The school also provides a series of interventions such a Art Therapy, Mentoring, Anger Management Classes, Rainbows

etc. in conjunction with the agencies in the community. Every effort will be made to get advice and support for the child and the child's family to help them remain in school.

Appendix 1: Absence from school

1. Procedure of notification of a pupil's absence from school.

When a child is absent, a written note explaining the reason for the child's absence must be given to the class teacher when the child returns to school. A template is available from the school on request which parents may fill in. The school diary can also be used to give details to the class teacher. In the event of not receiving an explanation note from parents the absence will be recorded as unexplained for the purpose of the NEWB returns.

1. Holidays.

It is inadvisable for students to miss time out of the school due to holidays. A calendar of holidays and closures will be provided to parents at the start of the school year to assist in this matter.

1. Medical Certs.

The school recommend that parents request a certificate from their doctor if the child has attended the clinic and the school will record this absence as certifies sick leave for NEWB returns. This is good practice and children that have certified leave will have this leave removed from their overall absence record for NEWB returns.

1. Absences over 20 days.

If a child is absent for 20 days the school is legally obliged to inform the NEWB of these absences. In the event of a child missing 20 days from school parents will be informed of the referral to the NEWB in writing.

1. Attendance Procedure and Attendance Committee:

The school has an Attendance Committee that meets on a monthly basis. The procedures for monitoring attendance is documented and the document is available from the school on request.

Standardised Note for Recording Absences

Child's name: _____

Class: _____

Class teacher's name: _____

Dates: _____

Total number of days: _____

Reason for absence

: _____

Signed: _____ -

Appendix 2: Records of Serious misbehaviour checklist.

- An record of the incident/situation is kept, describing the nature and context of the behaviour.
- Interventions used to improve behaviour are noted, for example contacts with parents by teacher, HSLO, Principal, Support Staff etc. The Staged approach taking to dealing with behaviours is recorded.
- Positive responses by a student or evidence of changed behaviour should be recorded.
- A pupil is informed when a record is made about their behaviour and the reasons for keeping a record.

Appendix 3 : School Uniform Policy

The purpose of the uniform is to allow the children the opportunity to identify with their school and their local community and also give them a sense of pride.

The official School Uniform of Scoil Bhride, Shantalla, Galway is as follows:

Boys

Navy School jumper

Blue shirt/Polo-shirt

Navy trousers

Sensible footwear – Flat shoes/Runners

Dark socks

Navy tie

Girls

Navy School jumper

Blue shirt/Polo-shirt

Navy skirt/trousers

Navy socks/tights

Sensible footwear – Flat shoes/Runners

Dark socks

Navy tie

PE uniform for all pupils

Navy tracksuit

Blue polo shirt

Runners

Socks

The success of our uniform policy depends on the full co-operation and support of all parents. Please make sure that your child comes to school wearing the correct uniform every day, unless otherwise instructed by the Principal or school staff.

Note

The school reserves the right to ask a child to remove any item of jewellery or clothing that may be deemed unsafe to the child themselves or to others.