



St. Ursula's Primary School. Code of Behaviour.

Introductory Statement.

This policy was originally formulated by the Board of Management, Principal, Staff and a core group of parents during the academic year 2008 / 2009.

Mission Statement.

St. Ursula's is a Catholic School which aims to nurture and cherish the uniqueness of each child and to develop her full potential while respecting the culture and religion of all.

Vision

- The school has a central role in each child's social, moral and academic development. In seeking to define acceptable standards of behaviour, the school acknowledges that these standards are goals to be worked towards rather than expectations that are to be fulfilled.
- As a school we strive to set standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.
- Children need limits set for them in order to feel secure and develop the skills for cooperation. This code of behaviour has been established in order to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to an education in a relatively disruption free environment.
- Parents are required to cooperate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff.

Rationale.

- It is a requirement under the Education Welfare Act, 2000, Section 23(1) which refers to the obligation on schools to prepare a code of behaviour in respect of the students registered at the school.
- It details in Section 23(2), that the code of behaviour shall specify:
 - the standards of behaviour that shall be observed by each child attending the school;
 - the measures that shall be taken when a child fails or refuses to observe those standards;

- the procedures to be followed before a child may be suspended or expelled from the school.
- the grounds for removing a suspension imposed in relation to a child; and
- the procedures to be followed in relation to a child's absence from school.
- To ensure that the policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.

Relationship to the Characteristic Spirit of the School.

- The policy upholds the characteristic spirit of Ursuline Education by striving to nurture a Community where Christian values are respected, lived and taught. It is based on the teachings of St. Angela which emphasise
 - a personal relationship with god
 - the holistic development of the child
 - the dignity and uniqueness of each person
 - the importance of courtesy and kindness
 - the encouragement of a caring and respectful attitude towards self, others and the environment
- Ursuline Education is committed to the principle of collaboration and partnership between children, parents, staff, management, trustees and the local community.

Aims.

- To ensure that the policy is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008*.
- To ensure an educational environment that is guided by our vision statement.
- To allow the school to function in an orderly way where children can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
- To ensure the safety and wellbeing of all members of the school community.
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these
- procedures
- To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

Content of Policy.

- Whole school approach to promoting positive behaviour
 - Staff
 - Board of Management
 - Parents
 - Pupils
 - Positive strategies for managing behaviour
 - Classroom
 - Playground
 - Other areas in the school
 - School related activities
 - Rewards and sanctions

- Rewards and acknowledgement for, good behaviour
- Strategies for responding to inappropriate behaviour
- Involving parents in management of problem behaviour
- Managing aggressive or violent behaviour
- Suspension / Expulsion
- Suspension
- Expulsion
- Appeals
- Keeping records
- Class
- Playground
- School records
- Procedure for notification of a pupil's absence from school
- Reference to other policies

Guidelines for Behaviour in the School.

- The Education Welfare Act, Section 23, states that the code of behaviour shall specify *“the standards of behaviour that shall be observed by each student attending the school”*.
- The school expects the following standards of behaviour from the children:
 - each child is expected to be well behaved and to show consideration for other children and adults.
 - each child is expected to show respect for the property of the school, other children's and their own belongings.
 - each child is expected to attend school on a regular basis and to be punctual.
 - each pupil is expected to do her best both in school and for homework and to obey instructions from her teacher.
- Prior to registering a pupil, the principal will provide the parents of the child with a copy of the school's code of behaviour. The principal will, as a condition of so registering such child, require her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child.

1. Whole school approach in promoting positive behaviour

- The elements of a whole school approach to behaviour include
 - an ethos, policies and practices that are in harmony
 - a teamwork approach to behaviour
 - a whole-school approach to curriculum and classroom management
 - an inclusive and involved school community
 - a systematic process for planning and reviewing behaviour policy
- The school recognises the importance of taking a whole school approach to promotion of positive behaviour and every effort is made to ensure that such an approach is taken.

Responsibilities.

- The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.
- As adults we should aim to :
 - create a positive climate with realistic expectations.
 - promote, through example, honesty and courtesy.
 - provide a caring and effective learning environment.
 - encourage relationships based on kindness, respect and understanding of the needs of others.
 - ensure fair treatment for all regardless of age, gender, race, ability and disability.
 - show appreciation for the efforts and contributions of all.

Board of Management.

- The overall responsibility for ensuring that a code of behaviour is prepared rests with the Board of Management.
- The B.O.M. has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies.
- The B.O.M. adopts a consistent and supportive approach to assisting the principal and staff in the implementation of the Code of Behaviour.
- The Board aims to ensure that all member of the school community have the opportunity to be involved in work on the code of behaviour.
- The Board is consulted in the review and redrafting of the code of behaviour at board meetings.
- The Board of Management formally ratifies the code of behaviour and outlines the dates for implementation and review.
- The Board of Management addresses serious breaches of behaviour as outlined in section on suspension and expulsion.

Staff.

- Teachers and other staff members, together with representatives from the Parents Association, are involved in the review and updating of the code.
- They bring to this work their professional expertise in understanding the links between behaviour and learning; their experience of what works to help the children to behave well; and their knowledge of the school and of the school community.
- Opportunities are provided for staff, through professional development courses, to deepen their understanding of the factors that affect behaviour and that help students to change behaviour.
- Staff members are expected to be familiar with all school policies, practices and procedures that support the objectives of the code of behaviour.
- The Code of Behaviour is made available to all new teachers and temporary staff.
- The Code of Behaviour may be modified for children with special needs.
- Behaviour modification plans may be formulated for children with serious behavioural problems.
- The staff has adopted a positive and consistent approach to rewards and sanctions.
- The S.P.H.E. curriculum supports the code of behaviour. It is taught at all class levels.
- It aims to help our children to develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

- Parents of new entrants to Junior Infants are informed about the curriculum and their part in supporting it at a meeting in May prior to entry.

Parents

- Co-operation between staff and parents is encouraged through informal meetings.
- A copy of the Code of Behaviour is given to parents on the enrolment of their child and they are required to sign it or indicate their acceptance of it.
- A copy is available to all other parents on request.
- Parents are expected to support the school in the promotion of positive behaviour and the maintenance of high standards of behaviour by:
 - ensuring that their children attend school regularly and punctually and by
 - notifying the school of absences.
 - encouraging their children to do their best and to take responsibility for their work
 - being aware of and co-operating with the school's rules and system of rewards and sanctions
 - attending meetings at the school if requested
 - helping their children with homework and ensure that it is completed and
 - ensuring their children have the necessary books and materials for school.

Pupils.

- Pupils play their part in the ongoing implementation of the Code of Behaviour by:
 - drafting rules for the classroom and playground.
 - taking part in assemblies
- The Code of Behaviour is referred to every week at assembly and the children are given the opportunity to discuss the Code of Behaviour in the S.P.H.E. class.

Positive Strategies for Managing Behaviour.

- Strategies to encourage all children to adopt appropriate and positive behaviour are addressed in our S.P.H.E. programme and at weekly assemblies.
- Through discussion with teachers, the children are encouraged to
 - recognize that everyone has the capacity to succeed in achieving appropriate behaviour
 - set achievable personal goals of appropriate behaviour for themselves
 - develop strategies for themselves to use in order to avoid bad behaviour if similar situations arise again
 - identify people in the school with whom they feel comfortable and to whom they can turn for advice and help
 - realise that after an issue has been successfully resolved they are given a 'clean slate' and may start again.
- Children are also encouraged to make restitution for their behaviour. This may be in the form of an apology, written or verbal, to their teacher, parents or peers.
- Restorative Practices may be used to address incidents of misbehaviour.
- When using Restorative Practices everyone affected by bad behaviour, a wrongdoing or a conflict has the opportunity to talk about what happened, explain how they have been affected, describe how they are feeling about what happened, say what they think has to happen to sort things out and to reach a resolution. This process helps the child become stronger and helps to restore them back to the person they want to be. It

is also the act of ‘making it right’ for those who have been affected by her actions.

- Feedback to parents on behaviour is done in writing or by personal contact.
- This feedback highlights positive efforts and successful behavioural outcomes or identifies any further inappropriate behaviour. It also outlines strategies to assist in further positive development.

Classroom Strategies.

- “Ground rules”/behavioural expectations are established in each class that are consistent with the ethos as expressed in this code of behaviour and which set a positive atmosphere for learning.
- Pupils have input when devising the class rules.
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.
- A clear system has been devised for acknowledging and rewarding good behaviour and sanctions for misbehaviour.
- Classroom management techniques ensure that a variety of activities and methodologies are used to sustain pupil interest and motivation e.g. target cards.

Playground Strategies.

- Children are aware of playground rules which emphasise positive behaviour and are clear about what activities are permitted.
- A supervision rota has been devised that ensures adequate supervision of children in the playground.
- Special Needs Assistants act in an observing and reporting capacity, particularly for those children to whom they have been assigned.
- Activities are organised by the teacher with responsibility for sport activities that help to minimise misbehaviour.
- There are areas within the playground providing sections for each class grouping.
- Children who leave the playground to use the toilets or those who remain inside due to illness are supervised by the teacher on duty.
- Children are supervised by the class teacher when going to and coming from the playground.
- Incidents of misbehaviour are reported to the class teacher / principal.

Rewards and Sanctions.

Rewards and acknowledgement of good behaviour.

- All children deserve encouragement to attain their own best. Children are encouraged, praised and listened to by adults in the school. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements.
- Rates of praise for behaviour are given the same priority as for work.
- Good behaviour is recognised and acknowledged in our school by the use of the following strategies:

Junior Infants – 2nd Class

- stars
- treats
- student of the week and month
- golden time
- verbal praise / wall of praise
- good note home
- lucky dip
- raffle
- extra structured playtime

3rd Class – 6th class

- homework vouchers
- treats
- points system
- student of the month
- verbal praise / wall of praise
- golden time
- extra playtime
- good note home
- extra computer time

Sanctions.

- The use of sanctions in the school are characterised by the following features:
 - it must be clear to the pupil why the sanction is being applied
 - the sanction must relate as closely as possible to the behaviour
 - it must be made clear what changes in behaviour are required to avoid future sanctions
 - it should be the behaviour rather than the person that is the focus.

Unacceptable Behaviour.

- Behaviour that is not acceptable in the school includes;
 - Behaviour that is hurtful
 - Behaviour that interferes with learning and teaching
 - Threats or physical hurt to another person
 - Failure to obey classroom and playground safety procedures, etc.
 - Damage to property
 - Theft

The following are examples of unacceptable behaviour. It is not meant to be an exhaustive list.

Behaviour that is hurtful:

- Bullying (both physical and verbal)
- Harassment / Discrimination
- Verbal Abuse towards another pupil or a member of staff

Behaviour that interferes with learning and teaching:

- Continuous and deliberate interference with class work
- Continuous and deliberate interference with another pupil

Threats or physical hurt to another person:

- Threats or physical hurt to another pupil
- Threats of physical hurt to a member of staff

Damage to property

- Damage to property belonging to another pupil / staff / school

Theft.

- Theft of property belonging to another pupil / staff / school.

Strategies for Dealing with Unacceptable Behaviour.

The Education (Welfare) Act 2000, Section 23, states that a school must outline ‘the measures that may be taken if a student fails to observe the standards of behaviour that the school has outlined.’

Strategies for dealing with unacceptable behaviour include:

- reasoning with pupil
- verbal reprimand including advice on how to improve
- extra written work
- loss of privileges
- ‘time out’ – temporary separation from peers within class and / or temporary removal to another class
- separation from peers at break times for a period of time determined by the class teacher.
- class teacher will communicate with parents
- persistent serious inappropriate behaviour will be notified to the principal.
- the principal will arrange an interview with the parents and class teacher. The purpose of this interview is to develop positive strategies to support appropriate behaviour in the future. This is a supportive process, not a punitive one.
- when behaviour is deemed extremely serious, dangerous, is out of the norm of school misdemeanours, or is persistent and defiant – e.g. serious physical violence/ aggressive behaviour, the pupil may be suspended or expelled from the school in accordance with Rule 130 of the Rules for National School as amended by circular and the Education Welfare Act 2000.

Sanctions are applied only for a limited length of time. If an unacceptable behaviour continues to be a problem, a behaviour modification plan may be designed with the parents, class teacher and principal.

Continuous Unacceptable Behaviour.

- External factors influencing children’s behaviour may sometimes need to be considered and accommodated. At all times we will aim to be fair, consistent, understanding and compassionate.
- Consideration will be given to the following:
 - age and development of the child
 - personality and temperament
 - physical, sensory or medical characteristics
 - skills / ability to learn
 - parental and family patterns and relationships
 - neighbourhood and community factors
 - status in society
- Persistent or more serious behaviour problems will involve Principal, Parent and Board of Management.
- If serious unacceptable behaviour continues suspension applies. (Refer to Section 5 “Suspension / Expulsion”)

Involving Parents in Management of Problem Behaviour.

Parents are involved in the following ways:

- Notes from class teacher
- Formal letters from class teacher and / or Principal.
- Meetings when sought normally take place in the principal's office.
- The class teacher, principal and parent will be present. The pupil may be present for part of meeting.
- Every effort is made to put the parents at ease in order to maximise a co-operative approach
- The behaviour problem will be discussed in an open non-confrontational manner.
- A team approach involving parent(s) and school personnel is taken to find the best solution possible.
- Agreed recommendations between all parties to be implemented by home and school.
- If parents have concerns they are encouraged to make an appointment with the class teacher to discuss their concerns.

Managing aggressive or violent behaviour.

- Any misbehaviour will be dealt with in line with the school's Code of Behaviour. However, external factors influencing children's behaviour e.g. children with serious emotional and behavioural problems, may sometimes need to be considered and accommodated. Such children may be referred to N.E.P.S.
- Children with emotional / behavioural issues who are attending resource classes may have access to behavioural and anger management programmes.
- Each teacher will have drawn up a set of class rules which may need to be adapted to the child's needs.
- In exceptional circumstances a behavioural plan may be put in place to cater for the needs of the pupil.

Suspension / Expulsion.

- Before serious sanctions as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised.
- In the case of persistent serious unacceptable behaviour, the B.O.M. shall authorise the principal to sanction a suspension, following a full discussion of the matter with the parents.
- Behaviour that is persistently disruptive to learning or potentially dangerous is deemed to be a serious matter. The behaviour will be examined in context in order to assess both the behaviour itself and the response or sanction that is most appropriate.
- Parents may be informed by phone or in writing, depending on the seriousness of the matter. Informing parents in writing will ensure that there is a formal and permanent record of having notified the parents. It will also ensure that parents are clear about their child's behaviour problem. It also serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.
- If a child and their parents fail to attend a meeting, the principal will write to the parents advising them of the gravity of the matter and the importance of attending a re-scheduled meeting.
- If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period.
- Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other

interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and Education Welfare Act 2000.

- The decision to suspend a pupil will be considered as a last resort when other possibilities have been tried or immediately after incidences of serious unacceptable behaviour.
- The suspension of a child requires serious grounds such as:
 - the child's behaviour has had a seriously detrimental effect on the education of other children
 - the child's continued presence in the school at this time constitutes a threat to safety
 - the child is responsible for serious damage to property.
- A single incident of serious misconduct may be grounds for suspension.

Removal of Suspension (Reinstatement)

- Following or during a period of suspension, the parent/s may apply to have the child reinstated to the school.
- The parent/s must give a satisfactory undertaking that a suspended child will behave in accordance with the school code and the Principal must be satisfied that the child's reinstatement will not constitute a risk to the child's own safety or that of the other pupils or staff.
- The Principal will facilitate the preparation of a behaviour plan for the child if required and will re-admit the child formally to the class.

Children with Special Needs

- All children are required to comply with the code of behaviour.
- However, the school recognises that children with special needs may require assistance in understanding certain rules.
- Specialised behaviour plans will be put in place in consultation with parents and class teacher, learning support / resource teacher, and or principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times.
- Professional advice from psychological assessments will also be taken into account at all times. Professional advice from psychological assessments will also be taken into consideration.
- The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Appeals

- The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a student. In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron.

Section 29 Appeal

- Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, may appeal the suspension under section 29 of the *Education Act 1998*, as amended by the *Education (Miscellaneous Provisions) Act 2007*. At the time when parents are being formally notified of such a suspension, they and the student will be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the *Education Act 1998*, and will be given information about how to appeal.

Records and Reports

Records of Investigation and Decision-Making.

- Formal written records will be kept of :
 - the investigation (including notes of all interviews held)
 - the decision-making process
 - the decision and rationale for the decision
 - the duration of the suspension and any conditions attached to the suspension.

Report to the Board of Management

- The Principal will report all suspensions to the Board of Management, with the reasons for the duration of each suspension.

Expulsion:

- A child may be expelled from the school when the Board of Management makes a decision to permanently exclude her from the school, having complied with the provisions of section 24 of the *Education (welfare) Act 2000*. The authority to expel will be reserved to the Board of Management and will not be delegated.
- Expulsion will be a proportionate response to the child's behaviour.
- A proposal to expel a child requires serious grounds such as that :
 - the child's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
 - the child's continued presence in the school constitutes a real and significant threat to safety
 - The child is responsible for serious damage to property.
 - The grounds for expulsion are similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the child's behaviour.

Expulsion for a first offence.

- There may be exceptional circumstances where the Board of Management forms the opinion that a child should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include (this list is not exhaustive) :
 - a serious threat of violence against another student or member of staff
 - actual violence or physical assault

Factors to consider before proposing to expel a child:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether expulsion is a proportionate
- The possible impact of expulsion

Procedures in respect of expulsion in accordance with the Education Welfare Act 2000.

- A detailed investigation carried out under the direction of the Principal.
- A recommendation to the Board of Management by the Principal.
- Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
- Board of Management deliberations and actions following the hearing.
- Confirmation of the decision to expel.

Appeals

- Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (a) permanent exclusion from a school and (b) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.
- Parents will be advised by the principal of this rights of appeal and associated timeframe if it has been decided to suspend or permanently exclude a child.
- Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent. (See Circular 22/02)
- A response will be prepared by the B.O.M. if and when an appeal is being investigated by the Dept. Of Education and Science as per Section 12, Circular 22/02 – Processing of an Appeal.

Review of use of expulsion.

- The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

Keeping Records.**Class Level.**

- In line with the school's policy on record keeping, and data protection legislation, informal notes may be kept, if it is deemed necessary by the teacher, to record a child's behaviour. Notes are written in a factual and impartial manner.
- Serious misbehaviour will be reported to the principal after classroom strategies have been exhausted or the safety of a child or staff member is threatened.

- Parents are kept up to date regarding behaviour throughout the year by notes, parent teacher meetings and informal encounters with parents prior to or after school.
- The end of year report also includes reference to behaviour.

Playground

- No written record of behaviour is kept by the teacher on playground duty, but any negative/positive behaviour regarding a child is communicated to the class teacher and recorded if necessary.

School Records

- The teacher keeps an individual record of the child's behaviour (if it is deemed necessary) and she manages the storage of and access to these records.
- Formal records are retained in the Principal's office e.g. factual reports of particular incidents, communication between school and home, with outside agencies, Board of Management etc.
- Informal reporting of behaviour: Parent / teacher meeting.
- Formal records of behaviour: End of year reports.
- Every effort is made, through regular informal discussion among staff, to encourage consistency in the application and interpretation of the rules.

Procedures for notification of pupil absences from school

- Pupil attendance is recorded daily on the electronic roll.
- A note should always follow any absence providing reasons for absence. This note can be in the form of a letter, a doctor's note or recorded in the pupil's homework notebook.
- Absence notes are retained by the class teacher throughout the school year.
- School attendance statistics are reported as appropriate to TUSLA, the Education Welfare Officer and to the BOM.
- The school uses the standard forms to report on pupil absences to Tusla.
- For strategies that are used to encourage school attendance please refer to our school's Attendance Policy

Reference to other Policies

- SPHE Policy
- Anti-bullying
- Enrolment
- Record Keeping
- Home / School links
- Health & Safety
- Equality
- Special Educational Needs
- Attendance

Success Criteria.

- Observation of positive behaviour in class rooms, playground and school environment.
- Practices and procedures listed in the policy are being consistently implemented by teachers.
- There is positive feedback from teachers, parents and pupils.

Date of Implementation.

- This policy will be implemented on ratification by the Board of Management.

Timeframe for Review.

- This policy will be reviewed when deemed necessary to allow for changes in practices or procedures in the school or to comply with changes in Department of Education and Skills or TUSLA guidelines.

Ratification and Communication.

- Ratification and Communication: 26th May 2009.
- First review and ratification: 29th September 2014
- Second review and ratification: 23rd May 2016
- Third review and ratification: 22nd October 2018

Fr. Gerard Chestnutt,
Chairperson,
BoM

Appendix A.

School Rules.

This code of behaviour outlines the rules and regulations which are employed in the school to outlaw any form of inappropriate behaviour that could affect the safety and well-being of the children in the school. All school activities are subject to the code of behaviour. These include – school tours, field trips, games, extra-curricular activities and all school-linked events.

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules but are presented in a way that is accessible to the children. Class rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They emphasise positive behaviour and encourage the children to take responsibility for their own behaviour. Rules are applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

General.

- Each child is expected to attend school on a regular basis and to be punctual.
- Children are expected to walk in all areas within the building and on the footpaths.
- Children must enter and leave the school by the main gates.
- Mobile phones are not allowed in school as they may give the children access to cameras and to social media.
- Electronic games are not allowed in school.
- Children must stay with the class group when engaging in activities outside of the school e.g. swimming, school tours, matches, extra-curricular activities etc... They are also expected to abide by the school rules.
- Children cannot leave the school premises without permission.
- All of our school rules are built on one important rule: That we show **respect and consideration** at all times for
 - ourselves
 - other children
 - teachers
 - all the people who work in the school
 - parents
 - the school and its environment
 - our own belongings and the belongings of others
 - school equipment
- Our rules for '**respect and consideration**' cover everything that the children do during the day, particularly in
 - the way they behave in class
 - the way they talk to others
 - the way that they treat others
 - the way they solve problems
 - the way they move about the school
 - the way they keep themselves and others safe – physically and emotionally

- **When children are in class, they are expected to show respect and consideration at all times for both teachers and the other children**

They do this by

- allowing others to learn
- working quietly (appropriate level of ‘working noise’)
- taking turns and sharing
- sharing attention
- trying their best
- asking for help when they need it

- **When talking to others, children are expected to speak and answer with care.**

They do this by

- speaking kindly to one another in a proper tone of voice
- speaking with respect for others (*racist remarks, put-downs or verbal abuse are not accepted*)
- using appropriate body language (*making faces, shrugging shoulders, turning away or rude hand gestures are not accepted*)

- **Children are expected to treat each other with kindness and care.**

They do this by

- having good manners
- showing kindness
- saying ‘sorry’
- including others all the time
- cooperating with the teacher and other children, particularly when doing group work
- looking after each other
- encouraging others
- being honest
- thinking of the feelings of others
- trying to understand others
- caring for equipment
- caring for the property of others
- caring for the environment

- **Children are encouraged to sort out problems considerately.**

They do this by

- finding solutions which do not involve physical contact
- trying to work out problems themselves in a fair and reasonable manner
- listening to others
- recognizing that the problem could look different from another perspective
- using ‘stop and think’ time
- asking a teacher for help if they cannot resolve a problem themselves
- never using physical contact or verbal abuse to solve a problem

- **Children are expected to move about the school and playground with care.**

They do this by

- lining up in the playground and waiting quietly for the teacher.
- walking carefully on the left-hand side of the stairs and corridor
- not running or pushing others when moving about the school.

- moving with care and safety at all times in the classroom and in the playground.
 - entering and leaving the school in an orderly manner.
- **Children are expected to make every effort to keep themselves and others safe.**
They do this by
 - staying in designated areas of the playground where they are supervised and safe
 - not being in the school unsupervised during playtime or before or after school
 - playing safe games
 - doing things in a safe manner – being careful with skipping ropes and balls and not engaging in any rough play.
 - not engaging in any form of bullying or harassment that will hurt or frighten another child.
 - not excluding anyone from friendship groups, spread rumours or stories, or cause damage to another child's property.
 - not sending threatening messages to hurt a child in the playground or on the way home from school.
 - not carrying any threatening messages for another girl
 - not making faces or passing remarks about any child's appearance, her ability in school or her family circumstances.
 - not making statements such as 'I was just playing' / 'It was just a joke'.
 - these have been clearly identified as excuses for bullying and will not be accepted in the school.
 - taking an active role in making the school a safe and happy environment for all.