

Ballybay Central National School

Lárscoil Náisiúnta Béal Átha Beithe

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Co. Roscommon
N37RC82

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Code of Behaviour

Introduction

The code of behaviour helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The code of behaviour helps teachers, other members of staff, students and parents to work together for a happy, effective and safe school. The code expresses the vision, mission and values of the school and its Patron. It translates the expectations of staff, parents and students into practical arrangements that will help to ensure continuity of instruction to all students. It helps to foster an orderly, harmonious school where high standards of behaviour are expected and supported.

Our School

Ballybay Central National School is a Catholic co-educational primary school with a Catholic ethos under the patronage of the Bishop of Elphin. Ballybay Central National School works in partnership with parents to promote the spiritual, moral, cultural, mental and physical development of all its pupils. Our school aims to foster personal and academic development in a caring, secure, and challenging environment so that all children can achieve their full potential. "Catholic Ethos" in the context of a Catholic primary school means the ethos and characteristic spirit of the Roman Catholic Church, which aims at promoting the full and harmonious development of all aspects of the pupil, including their intellectual, physical, cultural, moral and spiritual wellbeing.

Aims & Objectives of the Code

The aims and objectives of the code are:

- 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 school staff, 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.

The ethos of our school is a major factor in establishing and maintaining high standards of behaviour and discipline. This means a strong sense of community in our school and a high level of co-operation among staff, pupils, parents, the Board of Management.

This code has been formulated in accordance with Section 23 of the Education (Welfare) Act, 2000, ¹and *'Developing a Code of Behaviour: Guidelines for Schools'* (NEWB/TUSLA).²

Our school acknowledges that parents/guardians are the primary educators of their children, and it appreciates the important role parents play in supporting standards of good behaviour in school.

Therefore, in accordance with Section 23(4) of the Education (Welfare) Act 2000 parents wishing to enrol their child in Ballybay Central National School shall be provided with a copy of this Code of Behaviour. It is also available on our school website. The code acts as a framework for good behaviour in our school.

We would greatly appreciate if parents/guardians would read this document carefully in order to familiarise themselves with the school's policy in relation to good behaviour. We hope that, thus informed, parents will:

- a. Co-operate with the school with regard to the implementation of its policy on discipline and encourage pupils to abide by the school rules.
- b. Co-operate with the school by visiting when requested to do so by the principal or other members of staff.
- c. Communicate regularly with the school about circumstances that might affect the behaviour of their children in school.

Principles of Our Code of Behaviour

- a. Our policy is based on the principles of caring, fairness, respect, tolerance, compassion and courtesy. Staff shall consider themselves responsible at all times for pupils within sight or sound of them and shall respond promptly and firmly to any incident of unacceptable behaviour. Implementation of discipline in general shall be a team effort – every member of staff has the right to correct any pupil in school whether that pupil is a pupil in their class or not.
- b. If our school is to achieve a happy, secure environment where the pupil can develop and learn to the full potential, a positive, friendly, caring and encouraging atmosphere will provide a framework which promotes positive behaviour and discourages unacceptable behaviour that is dangerous to oneself, others or which may be disruptive or anti-social. Therefore, every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. Teachers shall talk to pupils regularly, during class time about rules and the reasoning behind them.
- c. The school places greater emphasis on rewards than on sanctions. The agreed code offers a framework within which positive techniques of motivation and encouragement are utilised by the teachers.
- d. The school recognises the variety of differences that exist between pupils and the need to respect these differences.

1 <http://www.irishstatutebook.ie/eli/2000/act/22/section/23/enacted/en/html>

2 http://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

Standards of Behaviour

General Behaviour

Each pupil is expected to:

- be well behaved and to show consideration for other children and adults
- show respect for the property of, the school, other children and their own belongings
- attend school on a regular basis and to be punctual
- do their best both in school and for homework.

Classroom Behaviour

Each pupil is expected to:

- listen to the teacher and other pupils if they are speaking
- work to the best of their ability
- value school property and the belongings of fellow pupils.
- follow the direction of their teacher
- obtain their teacher's permission to enter/leave the classroom and walk in an orderly fashion at all times.
- respect the teacher, other pupils and visitors to the classroom, being kind & considerate at every opportunity.
- raise their hand before asking/answering a question.
- bring in a note explaining absence on returning to school after any absence.
- arrive on time for school and respond promptly to all bells.
- wear the proper school uniform.
- obey the school rules in relation to mobile phones and electronic devices (not allowed in school).
(See Mobile Phone Policy)

Behaviour on Rainy Days (Indoor Breaks)

- Sharp implements e.g. scissors, may only be used when a teacher is in the classroom.
- Children complete activities in class based on the class teacher's instructions or supervising teacher's instructions.
- Children are expected to remain in their places on wet days.

Playground Behaviour

Each pupil is expected to:

- play safely avoiding any games or play that are rough or dangerous
- follow the directions of the playground supervisor(s)
- remain on school grounds at all times and in designated playing areas
- obtain permission before re-entering the school building during break periods
- respect the yard supervisor and fellow pupils
- include other children in their play
- avoid swearing, fighting or name calling

- respond promptly to bells at the end of playtimes, stop playing and walk quietly to class line and stand quietly in line until collected by the class teacher

Behaviour in other School Areas

- Pupils must enter and leave the school grounds and building in an orderly manner at all times. No running allowed.
- In the interest of safety, pupils must walk within the school building and quietness is expected while children are getting ready to enter/exit class, i.e. while queuing, while retrieving coats from cloakrooms/hallways etc.

Respecting the School Environment

We pride ourselves on our Green School Flag, denoting an environmentally friendly policy.

Pupils are expected to value our school environment and to care for it.

- The playground is a litter free zone.
- To protect the environment, the school is involved in various projects:
Composting: Fruit peels, pencil parings etc. are collected for the purpose of composting
Recycling: Waste paper and cardboard and collected for recycling
- All other empty cartons, drink containers and wrapping papers are considered household waste and are taken home.
- No chewing gum allowed in school.

Behaviour on School Tours/Outings

- Parental/Guardian permission slips allowing the child to go on tour should be returned to the teacher prior to the tour.
- Pupils are expected to arrive on time for departure, as specified by their class teacher. Parents are expected to contact the school before departure time if a child is sick or unable to attend.
- Pupils must enter/leave the bus in an orderly manner.
- School Rules apply on school tours.
- Mobile phones and electronic devices are banned on school tours. Class teacher will have a mobile phone on tour if parents/children need to get in contact with one another.
- On the bus, pupils must sit in their seats, wearing their seatbelts and avoid loudness which would distract the driver.
- Pupils are encouraged to take drinks and food at the appointed lunch breaks. Eating is not allowed on the bus and no rubbish should be left on the bus.
- Pupils are expected to follow instructions of all adults while on school tours and be polite and mannerly in their interactions.
- Pupils remain in their assigned groups at all times during tours.
- Pupils wear uniform on school outings. Exceptions may apply for some activity outings.
- Serious misbehaviour on a trip may result in a child being excluded from the next trip.

Behaviour During Swimming Lessons

- Pupils are expected to sit quietly on the bus when travelling to and from the swimming pool.
- Pupils are expected to prepare to enter the pool without delay and to dress quickly in the dressing rooms after sessions.
- No shouting or messing allowed in dressing rooms.
- No running around pool area.
- Pupils must listen to their instructor and be polite and mannerly at all times.
- Pupils may not leave pool area without permission from the instructor or teacher.

Behaviour When Representing the School at Matches & Other Sporting Events

- Pupils are expected to sit quietly on the bus when travelling to and from matches and other sporting events.
- No shouting or messing allowed in dressing rooms.
- Pupils must obey teachers and staff accompanying them to matches and other events.
- Pupils must be respectful towards sports coaches and referees at all times.
- Pupils must represent the school well and be polite and courteous towards all adults and pupils they meet from other schools, including opposing teams.

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. Specialized behaviour plans may be put in place in consultation with parents, the class teacher and special education teachers who will work closely with home to ensure that optimal support is given if this is deemed desirable. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

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.

Responsibilities of Staff

Staff members are expected:

- to create a safe, welcoming environment for each pupil.
- to discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year and remind the children of the rules on a regular basis.
- to draft a list of class rules with the children at the beginning of the school year for display in the classroom and refer to these on a regular basis.
- to act as good role-models for the children.
- to praise desirable behaviour.
- to be courteous, consistent and fair.
- to encourage self-discipline and positive behaviour.

- to keep opportunities for disruptive behaviour to a minimum, e.g. keeping children engaged in meaningful tasks in class, collecting the class on time when the bell rings, supervising the class as they enter and leave the building.
- to facilitate pupils to reach their full academic potential.
- to recognise and provide for individual talents and differences among pupils.
- to deal appropriately with misbehaviour in line with school policy, without fear or coercion.
- to implement the reward/sanction scheme in a fair and consistent manner.
- to keep a written record of all incidents of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour and, the consequences of its repetition.
- to listen at appropriate times to pupil's explanations for behaviour.
- to communicate with parents in a timely manner on issues relating to their child's behaviour.
- to report repeated instances of serious misbehaviour to the Principal.

Responsibilities of Parents & Guardians

Parents & Guardians are expected:

- to nurture in their child a positive attitude towards school
- to ensure their child attends school regularly and punctually in full school uniform with weather appropriate clothing
- to send a written note to the class teacher explaining their child's absence from school
- to ensure the school has up-to-date phone numbers of family/friends to be contacted in case of emergency
- to ensure their child attends school clean and with a good level of hygiene; to check their child's hair regularly for head lice and treat as necessary
- to ensure their child has a healthy lunch each day
- to arrange meetings with the class teacher and/or principal when concerned about any issue relating to their child
- to communicate with staff when necessary, always with courtesy and respect and to model good behaviour in their relationships with teachers
- to encourage their children to have a sense of respect for themselves, for others, for their own property and that of others
- to be interested in, support and encourage their child's school work
- to ensure their child has required school materials
- to co-operate with teachers if instances arise where their child's behaviour is causing difficulties for others
- to communicate to the school problems which may affect their child's behaviour
- to be familiar with the Code of Behaviour, Anti-Bullying Policy and other school policies and support the implementation of these policies
- to follow the school's 'Complaints Procedure' (available on the school website)

Promoting Positive Behaviour

As a general rule the school will endeavour to create an environment where positive behaviour is reinforced through praise and reward. School staff will use encouraging language and gestures, both in class and around the school, so that positive behaviour is instantly recognised and positively rewarded. Special attention will be paid to pupils who have previously been associated with poor behaviour so that not only good behaviour but also improvement in behaviour is acknowledged. Success and all improvement will not only be identified and highlighted on a daily basis with the children but will also be shared with parents and visitors alike as often as possible. Parent/Teacher meetings will also strive to offer parents a “feel good” sentiment about their child/children and themselves.

Interventions to be used

(from “Behavioural, Emotional and Social Difficulties” Guidelines for Teachers from DES.)

- individual reward systems, page 125
- strategies to increase self esteem and social interaction (turtle technique, friendship bench, friendship train, buddy systems, peer monitoring, peer tutoring), page 127.
- self esteem, page 133.
- pass cards, page 135.
- think sheet, page 137.
- record of my progress, page 138.

A reward scheme for promoting positive behaviour will be used. Such rewards may include:

- Teacher Award Certificates, ‘Pupil of the Week,’ ‘Commendations’ or ‘Golden Book Certificates’
- Personalised notes to parent(s)/guardian(s)
- Special privileges: ‘Homework Off’ passes/ Golden Time/ Library privileges
- Stickers & little prizes e.g. pencils
- Reinforcers for individual pupils/pupils in groups which involve the earning of stars/merits/counters
- Providing an audience for their work e.g. Pupils go from class to class to ‘Show off’ their work/ achievements

The above is not an exhaustive list and consists of examples only.

Inappropriate Behaviour/Misdemeanours

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into three levels, i.e. minor, serious or gross, based on the degree of disruption caused by the misconduct. The Code also specifies the disciplinary actions and supportive interventions that will be employed.

Disciplinary Actions and Sanctions to Deal with Misdemeanours

The degree of misdemeanour, i.e. minor, serious or gross, will be judged by the teachers and/or principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours.

The use of sanctions is an important element in the school code. Sanctions are used in a corrective manner and are intended to help the child to change and improve their behavioural patterns.

The nature of the misbehaviour/the ability and age of the child will determine the strategy to be employed.

Minor Misdemeanours

Behaviours are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily behaviours, which occur in school, will be developmentally appropriate, instructive and positive. Children will be taught what is expected and how they should behave.

Examples of Minor Misdemeanours (Please note this list is not exhaustive)

- interrupting class work
- arriving late for school
- running in school building
- not listening and speaking out of turn
- leaving seat without permission at break or lunch time
- placing unfinished food in bins
- leaving litter around the school
- not wearing correct uniform
- being discourteous or unmannerly
- not completing homework without good reason
- not bringing explanation notes for absences and homework

Examples of steps to be taken when dealing with Minor Misdemeanours

- Verbal reprimand from the class teacher and reasoning with the pupil, including advice on how to improve, setting realistic targets.
- Discussion with pupil regarding the behaviour and refer to rules. Teacher advises pupil as to how to improve.
- Temporary separation from friends and others (to reflect on the misbehaviour) at teacher's discretion.
- Prescribing additional work to be completed outside of class time.
- Loss of privileges such as 'Golden Time'/ Game or fun activity (children will not lose out on weekly timetable P.E./Art).

- Noting incidence of yard misbehaviour in yard book.
- Note in homework journal or other to parents. The teacher writes a note in the child's journal if homework is not done.

There is no public indication of how children as individuals in a class are behaving/misbehaving, achieving/not achieving. Teachers monitor children's behaviour and achievements discretely, keeping notes of progress for planning and future reference.

Examples of steps to be taken when dealing with REGULAR occurrences of Minor Misdemeanours

- A record is kept of regular instances of misdemeanour
- Following five instances of misdemeanour, the pupil is sent to the principal/deputy principal
- The class teacher meets with the parent/guardian and details of all misbehaviour are given to the parents.

Serious Misdemeanours

Behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and wellbeing of the students and staff. Listed below are some examples of the types of behaviour that are included as serious unacceptable behaviour. Please note the list is not exhaustive.

Examples of Serious Misdemeanours (Please note this list is not exhaustive)

- constant repetition of minor misdemeanours
- constantly disruptive in class
- refusing to complete work
- telling lies
- damaging or interfering with another person's property
- rough behaviour that poses a threat to the safety of others
- being disrespectful towards school staff (back answering, ignoring staff, verbal abuse of staff)
- leaving school premises during school day without appropriate permission
- using or writing unacceptable language or comments on paper or through the internet or mobile phones
- deliberately injuring a fellow pupil or partaking in any activity which would put themselves or others in danger
- bullying
- defiance of a teacher; continuous not listening, not carrying out instructions
- using unacceptable language
- bringing electronic devices to such as mobile phones to school (in exceptional circumstances whereby a child requires a mobile phone in school, permission must be sought from the class teacher in advance)
- bringing chewing gum, glass bottles, solvents to school

Gross Misdemeanours

These behaviours endanger the immediate health, safety and personal wellbeing of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school environment. Situations, which include illegal activity, may result in contact with the Garda Síochána after parental involvement.

Examples of Gross Misdemeanours

- deliberately vandalising school property
- stealing valuables from another pupil, staff member or school
- aggressive, insulting, threatening or violent behaviour towards any person on paper or through the internet or mobile phone
- bringing alcohol, drugs or cigarettes to school
- bringing weapons to school.

Examples of steps to be taken when dealing with Serious/Gross Misdemeanours

- Class teacher keeps a record of all serious/gross misdemeanours.
- Pupil may be removed from an activity if endangering self or others.
- Pupil is sent to the principal/deputy principal.
- Temporary separation from peers.
- Child will write an account of what they have done. They will write this in a classroom and it will be signed by the teacher. Examples of questions pupils will be asked to answer:

What happened?

How has this affected you and others?

What do you think needs to happen next?

Please list 5 positive things about yourself and how they can help you make better choices in the future.

- The account is given to the principal/deputy principal and it is signed by the principal/deputy principal.
- The principal/deputy principal contacts the parent/guardian.
- Suspension or expulsion may be considered.

Procedures for Suspension and Expulsion

SUSPENSION

Definition of Suspension: “Requiring the student to absent himself/herself from the school for a specified, limited period of school days”.

Developing a Code of Behaviour, Guidelines for Schools, National Educational Welfare Board (NEWB), page 70.

Grounds for Suspension

The decision to suspend a student in Ballybay Central National School requires “serious grounds such as that:

- The student’s behaviour has had a seriously detrimental effect on the education of other students
- The student’s continued presence in the school at this time constitutes a threat to safety
- The student is responsible for serious damage to property.

A single incident of serious misconduct may be grounds for suspension”.

Developing a Code of Behaviour, Guidelines for Schools, National Educational Welfare Board (NEWB), page 71.

Authority to Suspend

The Board of Management of Ballybay Central National School has formally, and in writing, delegated the authority to impose an “Immediate suspension” to the Principal Teacher. An “Immediate suspension” may be for the remainder of the school day, or for a period of one to three days, depending on the severity of the particular behaviour. The Principal will inform the Chairperson of the Board of Management of any such suspension as soon as possible after it occurs, and will inform the Board members at the next Board meeting.

The Board of Management retains its authority to suspend a student in all other cases / circumstances.

An “Immediate suspension” will be deemed to be necessary where after a preliminary investigation, the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of the pupil him/herself, other pupils, or staff in the school. An “Immediate suspension” may be for a period of one to three days, depending on the severity of the specific behaviour.

In exceptional circumstances and with the approval of the Chairperson of the Board of Management, an immediate suspension may be for a longer period, but in an event will not exceed five school days.

At all stages in the event of a suspension or expulsion, “Fair Procedures based on the principles of natural justice” will apply.

“Fair procedures have two essential parts:

- The right to be heard
- The right to impartiality”

Developing a Code of Behaviour, Guidelines for Schools, National Educational Welfare Board (NEWB), page 67.

Parents / Guardians will be informed of a suspension by telephone followed, in due course, by formal written notification. In the case of an "Immediate suspension", arrangements will be made for the pupil to be collected.

The written notification will confirm:

- The period of the suspension and the dates on which the suspension will begin and end
- The reasons for the suspension
- Any study programme to be followed
- The arrangements for the pupil's return to school, including any commitments to be entered into by the pupil and the parents / guardians
- The provision for an appeal to the Board of Management.

The parents and pupils will be invited to attend a meeting, usually with the Principal, teacher and any other relevant staff. At this meeting, the incident will be outlined and discussed by all parties. If there is a dispute about facts, an investigation into the facts will be held following the meeting and will usually be conducted by the Principal.

The Period of Suspension

"If a suspension longer than three days is being proposed by the Principal, the matter should be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes".

Developing a Code of Behaviour, Guidelines for Schools, National Educational Welfare Board (NEWB), page 75.

"The Board of Management should normally place a ceiling of ten days on any one period of suspension imposed by it".

Developing a Code of Behaviour, Guidelines for Schools, National Educational Welfare Board (NEWB), page 76.

Appeals

The Board of Management of Ballybay Central National School will provide an opportunity to appeal any decision to suspend a pupil.

"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 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.

Developing a Code of Behaviour, Guidelines for Schools, National Educational Welfare Board (NEWB), page 76.

Removal of a Suspension

“A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under Section 29 of the Education Act 1998”

Developing a Code of Behaviour, Guidelines for Schools, National Educational Welfare Board (NEWB), page 77.

EXPULSION

“A student is expelled from a school when a Board of Management makes a decision to permanently exclude him / her from the school, having complied with the provisions of Section 24 of the Education (Welfare) Act 2000”.

The Board of Management of Ballybay Central National School, will follow, without amendment, the procedures for expulsion as set out in ***Developing a Code of Behaviour, Guidelines for Schools, National Educational Welfare Board (NEWB).***

Authority to Expel

Ballybay Central National School is a recognised primary school, and as such, its Board of Management has the authority to expel a student. The Board of Management reserves this authority and this authority will not be delegated.

Grounds for Expulsion

Expulsion is a step which will only be taken by the Board of Management of Ballybay Central National School in exceptional and very serious circumstances.

“The decision to expel a student requires serious grounds such as that:

- The student’s behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The student’s continued presence in the school constitutes a real and significant threat to safety
- The student is responsible for serious damage to property”.

Developing a Code of Behaviour, Guidelines for Schools, National Educational Welfare Board (NEWB), page 81.

Ballybay Central National School will take steps to avoid the expulsion of a pupil, including, as appropriate:

- Meeting with parents and student to try to find ways to help the pupil to change the behaviour
- Making sure that consequences for the behaviour are explained to both parents and pupil and that these are understood
- Seeking the assistance of support agencies (eg. NEPS, CAMHS, NCSE, SESS, Tusla, etc)
- Exploring all other possible options.

Procedures in Respect of Expulsion

At all stages in the event of a proposed expulsion, “Fair Procedures based on the principles of natural justice” will apply.

“Fair procedures have two essential parts:

- The right to be heard
- The right to impartiality”

Developing a Code of Behaviour, Guidelines for Schools, National Educational Welfare Board (NEWB), page 67.

The procedural steps include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the BOM by the Principal.
3. Consideration by the BOM of the Principal’s recommendation and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Education Welfare Officer.
6. Confirmation of the decision to expel.

Developing a Code of Behaviour, Guidelines for Schools, National Educational Welfare Board (NEWB), page 83 - 86.

Appeals

“A parent, or a student aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 Section 29). An appeal may also be brought by the National Education Welfare Board on behalf of a student”.

Developing a Code of Behaviour, Guidelines for Schools, National Educational Welfare Board (NEWB), page 86.

Review

The Board of Management of Ballybay Central National School will review the use of suspension and expulsion in the school at regular intervals and in conjunction with reviews of the Code of Behaviour.

Success Criteria: (by which the policy will be judged)

- Atmosphere of discipline within the school
- Children are aware of school rules
- Children apply school rules
- Growth in self-discipline
- Co-operation between parents, teachers and pupils in maintaining the code
- Comments or compliments on behaviour
- Children working to the best of their ability
- Improvement in behaviour

Monitoring and Review

Each staff member is responsible for the implementation of the Code of Behaviour and Anti-Bullying Policy. Within a classroom, the teacher monitors his/her class. Teachers consider themselves responsible for pupils within sight or sound of them and respond to any instance of unacceptable behaviour. The principal is responsible for monitoring and reviewing the policy at staff level on a regular basis and reports any review the staff deems necessary to the Board of Management.

The Board of Management has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. The BOM will ensure that the Code of behaviour and Anti-Bullying policies are reviewed annually or more often if the need arises.

The Code of Behaviour was ratified by the Board of Management on 24.07.2024

Appendix 1

Certificate of Co-Operation with Ballybay Central National School

Code of Behaviour

The safety and wellbeing of all children attending our school is of the utmost importance to us. With this in mind, a Code of Behaviour that represents the collective thinking of our school community has been devised. We request that parents read the policy carefully with their child/children and discuss the contents.

Please sign the following undertaking and return the form to the school.

I confirm that I/we have read the Code of Behaviour and commit to sharing this with

_____ (name(s) of child/children).

I/We agree to uphold the Code of Behaviour.

Signed by Parent/Guardian: _____

Date: _____

Please keep the policy document safely at home for future reference.

The Code of Behaviour is also available on our school website- www.ballybaycns.ie

Sending your child to school at the beginning of the new school year assumes your acceptance of the Code of Behaviour.

