

Code of Behaviour

Introductory Statement

The Board of Management of Scoil Bhríde has adopted this Code of Behaviour in consultation with the teaching staff in accordance with the Code of Behaviour Guidelines issued by the National Educational Welfare Board (NEWB).

Vision:

Our Code of Behaviour aims:

- To create a caring, structured learning environment based on respect and tolerance where each child in the care of Scoil Bhríde feels secure and confident.
- To encourage staff, students and parents to work together to create a happy school by promoting positive behaviour.

School Mission Statement:

Scoil Bhríde is a co-educational vertical school with a Catholic ethos under the patronage of the Bishop of Kildare and Leighlin. Scoil Bhríde strives to provide a well-ordered, caring, happy and secure learning environment, where the intellectual, spiritual, physical, moral and cultural needs of our students are identified and addressed. We strive to help each individual student achieve his/her full potential in a positive school climate of openness, partnership and respect.

Strategies to promote Positive Behaviour:

- Wait for silence and everyone's attention before talking to the whole class. This behaviour will need continual reinforcement.
- Use non-verbal signals.
- Check that students have understood the task.
- Scan the room frequently and use praise to keep reinforcing good on-task behaviour.
- Focus on effort and on positive aspects of work.
- Encourage students to complete work in time allowed by acknowledging and rewarding task completion.
- Prepare the students for transitions from one task to another.
- Ensure that all students are treated fairly and equally.
- A word of approval.
- Matching work with students' abilities.
- Token Systems.
- Proximity control (move in close to the student that is off-task).
- Tactically ignoring misbehaviour.
- Communication of positive behaviour to parent.
- Implementation of programmes such as **Circle Time** and **Golden Time** to promote positive behaviour.
- IEP/Behaviour Plan if required.

The above list is not comprehensive and consists of examples only.

Expectations of Students

On the School Premises

1. Students are expected to enter and leave the school building at all times in an orderly fashion.
2. Silence is encouraged while students are going to and from their classroom and to and from the hall/yard.
3. Students are asked to walk at all times when inside the school building.
4. Students are expected to speak nicely to all children and all adults and refrain from using inappropriate language.
5. Students are encouraged to wear their school uniform.
6. Chewing gum is never allowed.
7. Students should cross the road at the pedestrian crossing only.
8. If cycling to school, the cyclist should dismount at the school gate and walk with his/her bicycle to the bicycle shelter.
9. As we have a number of children in the school with nut allergies, nuts and products with nut traces are not allowed.
10. All children in classrooms upstairs should use the main stairway to get to their classrooms in the morning.
11. Students are not permitted to have mobile phones/cameras or any recording devices in school.

In the Playground:

- Everyone has a right to enjoy their break times in a safe environment.
- Areas are defined for each class grouping and children must keep to their own area.
- There is at least one teacher supervising each area, one teacher supervising the hall and one teacher supervising the corridor.
- The Class teacher must accompany his/her class to the designated area of the yard and must remain with the class until the supervising teacher for that area arrives.
- SNAs must be present to supervise children who need SNA support during break times.
- Fighting, rough play, physical force, climbing or actions that put the safety of others at risk will not be tolerated.
- Our motto for the playground is '*kind hands, kind feet* ', which will be modelled and role-played with each class.
- If a child misbehaves on the junior yards, he/she will be asked to walk with the teacher on yard or in extreme cases will be sent to sit on the bench in the corridor and be supervised by the teacher on corridor duty.
- If a child misbehaves on the senior yards, the teacher on duty will try to resolve it.
- If a child seriously misbehaves on the senior yards, he/she will be sent to sit on the bench in the corridor and will be supervised by the teacher on corridor duty.
- Children need to get permission from the teacher on duty to leave their designated area of the yard.
- We encourage all children to use the toilet before going out to the yard.
- Accidents and serious incidents of misbehaviour will be recorded in an 'incident book'.

- It is the teacher on duty's responsibility to ensure that parents will be informed ASAP of all accidents where there is contact with the child's head.

When the children have to stay in at break times:

- Children will remain in their seats in their classrooms.
- An activity will be organised by the class teacher to occupy the children.
- An SNA will remain in any room with a child who has SNA access.
- The teachers on yard duty will walk between assigned classrooms as follows:-
 - Rms. 1, 2 & 3 will be supervised by the teacher on duty in the Junior Infant Yard.
 - Rms. 4 & 5 will be supervised by the teacher on duty in the Senior Infant Yard.
 - Rms. 6, 7 & 8 will be supervised by the teacher on duty in the 1st Class Yard.
 - Rms. 9, 10, 11 & 12 will be supervised by the teacher on duty in the 2nd Class Yard.
 - Rms. 13,14 & 15 will be supervised by the SNAs.
 - Rms. 16, 17, 18 & 19 will be supervised by the teacher on duty in the 3rd/4th Class Yard.
 - Rms. 20, 21 & 22 will be supervised by the teacher on duty in the Hall.
 - Rms. 23 & 24 will be supervised by the teacher on duty in the Corridor.
 - Rms. 25, 26 & 27 will be supervised by the teacher on duty in the 5th/6th Class Yard.
- If it rains while on yard and the children need to be brought in the following will happen:

Fifth and Sixth

- The Teacher in the hall will open the hall doors.
- The Teacher in the Fifth/Sixth class yard will open all gates in that yard.
- The children from Fifth and Sixth classes will walk quickly and quietly to the hall and line up in the hall while supervised by the teacher on hall duty.
- The Teacher on duty in the 5th/6th Class Yard will remain on the yard until all of the children are in the hall and then proceed upstairs to supervise children coming up the stairs.
- The Teacher on duty in the hall will allow one class upstairs at a time.

Third and Fourth

- The SNA will leave the yard to open the door and will proceed to the first landing on the stairs to supervise the children coming up the stairs.
- The teacher will remain on the yard until all the children have left the yard and then proceed upstairs to supervise assigned rooms.

First and Second

- The SNA will go in to the corridor to supervise the children as they are going to their classrooms.
- The children will line up as usual and the teacher on duty will allow a class in at a time and then supervise the children indoors.
- Second class will proceed indoors first, followed by the children in First Class.
- The teacher on First Class duty will be the last person to go indoors and will close the door.

Junior and Senior Infants

- The children will line up as usual and the teacher on duty will allow a class in at a time and then supervise the children.
- Junior Infants will proceed indoors first, followed by the Senior Infants.
- The teacher on corridor duty will supervise the children coming in to the building.
- The teacher on Senior Infant duty will be the last person to go indoors and will close the door.

In the event, that the Senior children are not able to go to the yard and the Junior children are, the teacher on Corridor Duty will supervise upstairs and the teacher in the hall will deal with all incidents from the Junior Yard.

At Swimming:

- The school will make every effort to have a male and female teacher supervise swimming.
- Every student must listen to and obey the class teachers and the swimming instructors/life-guards.
- Children must walk at all times at the swimming pool.
- Shouting or playing in the dressing rooms will not be tolerated.
- Swimming caps are required.
- The children must obey the pool rules.
- The children are expected to dress quickly after each session.
- Hairsprays/gels/spray deodorants are not allowed.
- The children must remain seated on the bus and use their seat belts.

On School Trips:

- Children must sit down and wear a seat-belt when travelling from school on a bus.
- Every student must listen to and obey the class teachers and anyone with the responsibility of being a guide during the trip.
- Children must remain with their assigned group.
- Children must seek permission from the class teacher to leave the group for any reason (toilet etc.).

In the Classroom:

At the beginning of the school year, each class teacher in consultation with the children in his/her class will draw up a list of class rules. These rules will be on display in the classroom throughout the year and will be referred to regularly. The rules will be phrased in a positive way, outlining the behaviour expected rather than what not to do. Rules will be colour-coded as follows:-

- Red – rules to ensure safety. All class levels will have ‘red’ rules.
- Green – rules to promote good communication skills. All class levels will have ‘green’ rules.
- Blue – rules to promote a good learning environment. Class levels from Senior Infants to 6th class will have ‘blue’ rules.

- Yellow – rules to promote respect. Class levels from 2nd class to 6th class will have ‘yellow’ rules.

The month of September will be used by the teacher to get to know each child and build up a relationship of trust and confidence with each child.

Expectations of Teachers

All teachers in the school are members of the Teaching Council and are obliged to follow the ‘Code of Professional Conduct for Teachers’ published by the Teaching Council in accordance with Section 7(2)(b) of the Teaching Council Act, 2001 and available on the Teaching Council website.

See also Appendix A – Agreed procedures for teachers regarding Break Times in Scoil Bhríde.

Expectations of Parents

- Parents will ensure that children attend school every day and on time.
- Parents will ensure that children are collected on time from school.
- Parents will inform the class teacher the name of the person collecting their child.
- Parents will attend Parent/Teacher meetings.
- On enrolment, parents will inform the school of any special needs or medical needs their children may have.
- Parents will ensure that children wear their school uniform to school every day and their PE tracksuit on PE days.
- Parents will encourage children to report any incidents of bullying to a teacher.
- Parents will encourage children to co-operate with school rules and procedures.
- Parents will ensure that children are given a healthy lunch every day.
- Parents will ensure that homework is completed.
- If a parent wishes to complain about anything he/she must follow the complaint’s procedures. See Appendix 1.
- If a child is absent from school, parents must inform the school in writing the reason for the absence.
- If a child needs to leave the school during school time, parents must inform the school in advance and in writing and indicate who is going to collect the child.
- When a parent needs to meet with a teacher, he/she will make an appointment.

Consequences of Unacceptable Behaviour:

On the School Premises, in the Playground, at Swimming and on School Trips:

- The student will be reminded of the expected behaviour.
- The student will be given time to change the unacceptable behaviour.
- If necessary, parents will be informed.
- If a child has a mobile phone, camera or recording device in school, it will be confiscated and locked in the Principal's Office until the following Friday.
- If a child misbehaves on Junior Yards during break times, he/she will be asked to walk with the teacher on yard or in extreme cases will be sent to sit on the bench in the corridor and be supervised by the teacher on corridor duty.
- If a child misbehaves on the Senior Yards during break times, the teacher on duty will try and resolve it. If a child seriously misbehaves on the Senior Yards, he/she will be sent to sit on the bench in the corridor and will be supervised by the teacher on corridor duty.
- If a child refuses to go in to the bench in the corridor or if the serious misbehaviour happens at the end of break time, the child will be asked to go to the bench at the next break-time.
- Serious misbehaviours during break times will be recorded in the 'incident book'.
- Food products that are not allowed in school (chewing gum and nut products) will be returned to parents in an envelope. The child will be asked to dispose of opened chewing gum in the bin.
- If a child persistently refuses to comply with the expected behaviours his/her parents will be contacted.

In the Classroom:

Junior Infants – Second Class

At this learning stage:-

- The teacher should selectively ignore some behaviours (except safety ones).
- The child should be redirected.
- If the behaviour persists the child should be given a warning card.
- The warning card is given discreetly and it will be explained that the child needs to change the behaviour.
- The child is given a certain amount of time (depending on age/needs of particular child) to change the behaviour.
- If giving the child a second card is deemed necessary, the child will again be given time to change the behaviour before being asked to go to the 'Time Out' table.

Time Out should be a last resort at this stage.

Each class should have 5 rules + a golden rule. The 'golden' rule will be a rule that the class will work on for a given period of time.

- Red – safety
- Green – communication
- Blue – learning
- Yellow – respect
- Golden – this rule will be taught and practiced over a given period of time.

Red Rules

1. I sit on my chair correctly.
2. I keep my hands and my feet to myself.

Green Rules

1. I look at the teacher.
2. I listen for my name.
3. I put my hand up.

Blue Rules

1. I work quietly.
2. I try my best.

Yellow Rules

1. I am nice to everyone.

3rd Class – 6th Class

When drawing up classroom rules with the children in these class levels, there should be a lot of discussion around the need for rules, what suitable rules for the classroom are and where the rules fit in the colour coded scheme.

- There will be no more than two rules in each colour-coded section of the classroom rules.
- Each rule will be identified by R1 or R2 (R = rule).
- Should a child break a rule, he/she will be handed a warning card (colour-coded, with R1 or R2 on it, so the child is aware of which rule was broken).
- Giving the child this card, allows the child time to make a good decision and change his /her behaviour.
- The time allowed will have been agreed with the class when drawing up the rules.
- If the behaviour changes, the warning card is taken from the child and there is no more about it.
- If the unacceptable behaviour continues, the child is sent to 'Time Out'.

In general, Time Out should not last longer than 10 minutes. If a child refused to go to 'Time Out', they will have an extra minute added on.

Time Out

What is it?

'Time Out' can be described as an extended form of 'ignoring', where the student is removed for a short period from all sources of reinforcement. It is a consequence which is reserved for 'severe behaviours' such as

- Aggression towards teachers and other students, e.g. hitting, extreme verbal abuse;
- Destructive behaviour;
- Extreme non-compliance, i.e. refusing to do as told about three quarters of the time.

Benefits

1. Time out provides an immediate consequence for serious misbehaviour and a means of reducing the impact of disruptive behaviour on peers.
2. It gives the student a period of time for reflection and calming down and fosters the development of the student's sense of responsibility.
3. It also provides important breathing space for the teacher and other students.
4. It is a means of communication that the behaviour is unacceptable and that the other student's rights/needs must be safeguarded.
5. When clearly located with the class rules, it may be accepted as a consequence for behaviour, rather than seen as a punitive measure.
6. It allows the teacher to model a non-confrontational response to conflict.

Setting up a Time Out System

Setting up a Time Out system requires careful planning and should be part of an overall classroom plan.

Location:

- In the classroom this requires an empty chair away from the busiest areas of the classroom and any interesting resources.
- It should be somewhere the student cannot make eye contact with any other student. Names such as *thinking chair*, *quiet chair* are appropriate.

Length of Time Out:

- A useful rule of thumb is one minute per year of age and **not more than ten minutes**.
- A timer is essential.

Teaching students about Time Out:

- Explain to the students the behaviours which lead to time out.
- Teach and role-play how to handle going to the Time Out chair.
- Teach and role-play with students how to help the student by ignoring their behaviour while in Time Out.

Giving Time Out:

- First give a warning (unless the behaviour is violent or destructive) and wait for the student's response.

- Using a calm, firm tone of voice, tell the student what they did and that they must go to Time Out.
- Set a timer.

When Time Out is up:

- When a student is returning from Time Out, it is important to welcome them back to the class.
- The teacher should then look for the first behaviour which can be reinforced through praise.

Refusal to go to or stay in Time Out

- A minute can be added for each refusal up to three minutes extra.

Record Keeping

- The teacher will keep a record of who has been sent to Time Out, when and for what.

Things to avoid

- Criticism, negative commentary and angry responses.
- Responding to secondary behaviours such as muttering under breath.
- Empty threats and delayed responses.

Other Forms of Time Out

- Seek a reason to remove a student from a situation as a confrontation is brewing e.g. to deliver a message.
- Move a student to a separate table to complete their work if they can't work quietly in a group.
- Have a brief cooling off/thinking time within the classroom.

Extreme non-compliance with the Classroom Behaviour Plan

- Class Teacher will inform the Principal or Deputy Principal and an Individual Behaviour Plan will be drawn up.
- The behaviour plan will be developed in conjunction with the parents of the child and may include an exit plan (where the child may be removed from the classroom to another setting in the school).

Suspensions and expulsions:

The entitlement to education is protected in a range of constitutional and legal provisions and in human rights Conventions. These legal protections for the individual student's right to education mean that decisions to suspend or expel a student are open to appeal and may be subject of judicial review by the High Court.

Fair procedures based on the principles of natural justice (**the right to be heard** and **the right to impartiality**) must be adhered to before a child is suspended or expelled.

In a school, fair procedures apply to

- 1) The **investigation** of alleged misbehaviour that may lead to suspension or expulsion and
- 2) The process of **decision-making** as to
 - a) Whether the student did engage in the misbehaviour and
 - b) What sanction to impose.

The **right to be heard** means that the student and his/her parents are fully informed about an allegation and the processes that will be used to investigate and decide the matter; and they must be given an opportunity to respond to an allegation **before** a decision is made and before a serious sanction is imposed.

Absence of bias in the decision-maker means that if the child accused of the misconduct is a son or daughter of a member of the Board of Management, the member of the BOM would not be involved in the decision and would absent himself/herself from the Board for any consideration of the matter by the Board.

The principle of **impartiality in decision-making** means that it is preferable that, where possible, the Principal arranges for another member or members of staff (the staff members should not be on the Board of Management, should not be the person alleging the misbehaviour, should not be a victim and should not be a witness) to conduct the investigation and to present a full report on the facts of the case and any other relevant information to the Principal to be considered by the Board of Management.

Suspension

Suspension is defined as: ***requiring the student to absent himself/herself from the school for a specified, limited period of school days.***

Expulsion

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school having complied with the provisions of section 24 of the *Education (Welfare) Act 2000*.

Authority to Suspend or Expel

The Board of Management of Scoil Bhríde has the authority to suspend or expel a student.

The Grounds for suspension

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before a suspension, and the school staff will have reviewed the reasons why these have not worked. The decision to suspend a student 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.

The Grounds for expulsion

Expulsion should be a proportionate response to the student's behaviour. Expulsion of a student is a very serious step, and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school should have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

- Meeting with the student and parents to try and find ways of helping the student to change his/her behaviour
- Ensuring that the student understands the possible consequences of his/her behaviour should it persist
- Ensuring that all other possible options have been tried.
- Seeking the assistance of support agencies (NEPs, NCSE, Child and Family Agency) and other agencies as appropriate.

A proposal to expel a student requires serious grounds and will only be considered by the Board of Management where it believes that every possible intervention has been implemented and all possibilities of changing the student's behaviour have been exhausted.

Determining the appropriateness of proposing to suspend or expel a student

The Board of Management will consider the following factors before proposing to suspend or expel a student

1. The nature and seriousness of the behaviour.
2. The context of the behaviour.
3. The impact of the behaviour.
4. The interventions tried to date.
5. Whether the suspension or expulsion is a proportionate response.
6. The possible impact of suspension or expulsion.

Suspension as part of a behaviour management plan

If it is agreed that the purpose of the proposed suspension cannot be achieved in any other way, suspension will be part of an agreed plan to address the student's behaviour. The suspension should:

- Enable the school to set behavioural goals with the student and his/her parents.
- Give school staff an opportunity to plan other interventions.

- Impress on a student and his/her parents the seriousness of the behaviour.

Procedures of suspension

- The student and the parents of the student will be informed in writing about the complaint, how it will be investigated and that it could result in suspension.
- The school will invite the parents and student to attend a meeting to give them an opportunity to respond to the complaint.
- If a suspension is to be implemented the Principal will notify the parents of the student in writing. The letter 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 by the student.
 - The arrangements for returning to school.
 - The provision for an appeal to the Board of Management.
 - Where the total number of days for which the student has been suspended in the current school year reaches 20 days, the parent have a right to appeal to the Secretary General of the Department of Education and Skills.

Grounds for removing a suspension

The Board of Management may decide to remove a suspension for any reason or may be directed by the Secretary General of the Department of Education and Skills to remove a suspension following an appeal under Section 29 of the Education Act.

After the suspension ends

- The school will have a plan to help the student take responsibility for catching up on work missed.
- The school will identify a member of staff to support the student with re-integration.
- The student will be given the opportunity and support for a fresh start. The student should know that he/she has a clean slate.

Records and Reports

Formal written records will be kept in the school of:

- the investigation
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension

The Board of Management will keep reports on the reasons for and the duration of all suspensions.

The Principal will report all suspensions to the National Education Welfare Board in accordance with the NEWB reporting guidelines (Education (Welfare) Act 2000, section 21 (4a)).

Review of use of suspension

The Board of Management will regularly review the use of suspension in the school to ensure that its use is appropriate and effective.

Procedures for Expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the *Education (Welfare) Act 2000*, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.

- a. The student and the parents of the student will be informed in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- b. The student and parents will be invited to a meeting and given an opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

2. A recommendation to the Board of Management by the Principal.

Where the Principal forms the view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal will:

- a. Inform the parents and student that the Board of Management is being asked to consider expulsion.
- b. Ensure that the parents have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- c. Provide the Board of Management with the same comprehensive records as are given to the parents.
- d. Notify the parents of the date of the hearing by the Board of Management and invite them to that hearing.
- e. Advise the parents that they can make a written and oral submission to the Board of Management.
- f. Ensure that the parents have enough notice to allow them prepare for the hearing.

3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.

- a. The Board will review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.
- b. The Board will undertake its own review of all documentation and the circumstances of the case.
- c. The Board will ensure that no party who has had involvement with the circumstances of the case is part of the Board's deliberations.

Where the Board of Management decides to consider expelling the student, it will hold a hearing. At the hearing:

- a. The Principal and the parents put their case to the Board in each other's presence.

- b. Each party will be allowed to question the evidence of the other party directly.
- c. The parents may make a case for lessening the sanction.
- d. The parents may wish to be accompanied at the hearing and the Board will facilitate this.

During the conduct of the hearing, the Board will ensure that it is impartial between the Principal and the student. When both sides have been heard, the Board will ensure that the Principal and the parents are not present for the Board's deliberations.

4. Board of Management deliberations and actions following the hearing.

Having heard from all sides, the Board will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

If the Board is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer (EWO) in writing of its opinion and the reasons for this opinion.

The student will not be expelled before the passage of twenty school days from the date on which the EWO receives this written notification.

The Board will inform the parents in writing of its conclusions and the next steps in the process. Where expulsion is proposed, the parents will be told that the Board will inform the EWO.

5. Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from the Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:

- a. Make all reasonable efforts to hold individual consultations with the Principal, the parent and student and anyone else who may be of assistance.
- b. Convene a meeting or those parties who agree to attend.
- c. The purpose of the consultations and meeting is to plan for the student's future education.
- d. Pending these consultations, the Board of Management may consider it appropriate to suspend a student. Suspension should only be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

6. Confirmation of the decision to expel

Where the twenty day period has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel. Parents will be notified immediately that the expulsion will now proceed and they will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the student.

Review of use of expulsion

The Board of Management will regularly review the use of expulsion in the school to ensure that it is used appropriately.

APPENDIX A: PROCEDURES FOR TEACHERS REGARDING BREAK TIMES

- Each teacher does 40 minutes of yard duty each week over two days.
- On one day the teacher will supervise the first break and on the other day the teacher will supervise the second break.
- When a teacher is on 'yard-duty' for the first break, he/she will be able to take his/her own break at the second break and vice versa.
- If on the day of his/her 'yard-duty', a teacher is taking an EPV day or any other absence which he/she knows about in advance; he/she should organise to swap yard duty with another teacher.
- Each teacher is responsible for bringing his/her class to the yard and collecting his/her class from yard.
- Stairways are considered a Health and Safety hazard in Primary Schools. Children need to be reminded to walk in single file and hold the bannister when using the stairs. When supervising children on the stairs, teachers need to stand in a position that they have a view of the full stairs. Children should always be supervised on the stairs.

Children eating their lunches

- The children eat their lunch before going out to the yard.
- Eating regularly is very important to ensure that learning takes place.
- **Lunches should not be taken out to the yard.**
- While we have agreed to let the children eat in the classroom before break-times, the children should be made aware that allowing them time to eat, is **not giving them an extra break-time**.
- The children should eat quietly while the teacher continues on teaching. We have agreed that Formal Roll Call will take place in each classroom from 10:20 – 10:30. During this time, the children may have a drink and eat their piece of fruit. The teacher should use the time for Gaeilge as well as calling the roll. Suggestions of questions to be asked at this time will be distributed to each class teacher soon.
- Scoil Bhríde is a Catholic school and the 'Alive O' programme is taught in each class. Religion should be time-tabled in each class from 12:05 – 12:35. The children should be allowed eat their lunch from 12:25 – 12:35. Each teacher should read to the children at that time (either the story for that week's religion or an appropriate story/novel).
- Children should not be allowed share lunches. If a child forgets his/her lunch, please inform the office.
- On 'wet days', the children should eat their lunch during break-times, as they will be sitting down at their places.

APPENDIX B: RATIFICATION OF DOCUMENT

This Code of Behaviour was approved at the Board of Management Meeting held on

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Signed:

Michael Ryan
Chairperson

Fiona O'Reilly
Principal

Date:
