

Code of Behaviour

SLIABH A'MHADRA NATIONAL SCHOOL

INTRODUCTION

In compliance with Section 23 of the Education (Welfare) Act 2000, the Board of Management of Sliabh A 'Mhadra N.S. has audited the existing code and prepared and made available a revised Code of Behaviour for its Pupils, Staff and Parents.

The Code of Behaviour details:

1. The standards of behaviour that shall be observed by each pupil attending the school;
2. The whole school approach in promoting positive behaviour;
3. The measures that shall be taken when a pupil fails or refuses to observe those standards;
4. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
5. The grounds for removing a suspension imposed in relation to a pupil
6. The school's Anti-Bullying Policy; and
7. The procedures to be followed in relation to a child's absence from school.

The Code of Behaviour of Sliabh A'Mhadra N.S.. has been developed in accordance with 'Developing a Code of Behaviour: Guidelines for Schools', National Educational Welfare Board

- i. Parents and Staff were informed that a review was taking place of the existing Code of Behaviour, which was made available online and staff/parents were invited to make submissions on the content of the code within a specified timeframe.
- ii. Class teachers were requested to discuss the topic of 'rules' with their classes and a focus group was created to gather the pupil's suggestions.
- iii. The Code of Behaviour was reviewed and where appropriate amended in-line with the feedback received.
- iv. The reviewed policy was submitted for the Patron's Approval.

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 well being 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.

GUIDELINES FOR BEHAVIOUR IN THE SCHOOL

The school recognises the variety of differences that exist between children and the need to tolerate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils.

Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits. The over-riding principle governing this code is **respect** - respect for ourselves and others; our own and others' property and the environment.

The school expects the highest standard of behaviour from its pupils including the following:

- Each pupil is expected to be well behaved and show consideration for other children and adults;
- Each pupil is expected to show respect for the property of the school, other children's and their own belongings;
- Each pupil is expected to attend school on a regular basis and to be punctual;
- Each pupil is expected to do his/her best both in school and for homework.

While the school has expanded on these principles to outline the "school rules" (Appendix 1) each class may draft their own class rules or goals, through consultation and discussion within the class and they will reflect the age and maturity levels of the students in the class. These rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, telling students what to do as well as what not to do. The rules will be referred to regularly and will form part of SPHE lessons.

WHOLE SCHOOL APPROACH

The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy.

However, all staff members have responsibility for their own classes and for the general school population when on yard duty or on any organised out-of-school activity.

Senior students have a role to play and parents or other members of the school community may make comments or suggestions through their representatives on the Board of Management or directly to the Principal. The school values the support and co-operation of parents in the promotion of this strategy. The policy shall apply to all students during all school related activities.

STANDARDS OF BEHAVIOUR

Pupils

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
- abide by all school rules
- wear school uniform
- keep the school and grounds clean and litter free ● do his/her best both in school and for homework.
- participate in school activities
- be courteous and stand back to allow teachers or other adults to enter door
- line up in an orderly manner in the morning and after each break

Classroom Behaviour

Each pupil is expected to:

- listen – to the teacher and other pupils if they are speaking
- work – to the best of his/her ability
- raise – your hand if you wish to speak
- value – school property and the belongings of fellow pupils.
- follow – the direction of his/her teacher
- obtain – his/her teachers permission to leave the classroom
- respect – the teacher, other pupils and visitors to the classroom.
Children should greet visitor, stop work and listen attentively

Playground (Playing Pitch) Behaviour

Each pupil is expected to:

- play – safely avoiding any games or play that are rough or dangerous
- follow – the directions of the teacher on duty
- remain – in designated areas and on school grounds at all times. Children will remain in their classroom on wet days engaging in activities or games
- obtain – permission before re-entering the classroom during break periods
- respect – the yard supervisor and fellow pupils
- play fairly and include others
- avoid – swearing, fighting or name calling (this list is not exhaustive)
- stop – ball play when adult is walking through area

Behaviour in other School Areas

Each pupil is expected to:

- walk quietly in the school corridor and hallways
- be respectful to other adults and students by standing back to allow them to pass ● follow all safety rules and fire drills

Behaviour before and after school

Each pupil is expected to:

- enter school premises in an orderly manner
- no ball games or running
- at home time children line up for their respective buses
- Children walking home should remain on school grounds until buses have left and the road is clear. While safe walking is encouraged the school shall not be held responsible for walking accidents on the road.
- children cycling to school should do so in a safe and responsible way. They should not leave the bicycle shelter area until buses have left the school and the road is clear. While safe cycling is encouraged the school shall not be held responsible for cycling accidents on the road.

Behaviour during School Outings/Activities

Each pupil is expected to:

- follow – his/her teacher’s directions at all times
- remain – with the teacher/supervisors and group of pupils at all times
- behave – politely towards those they meet on such trips
- observe – the rules of general good behaviour
- abide by the school’s Code of Behaviour and observe normal school rules.

Staff

It is the Principal’s responsibility to ensure the school’s Code of Behaviour is administered in a manner that is consistent and fair to all pupils. However each staff member has responsibility for the maintenance of discipline within common areas of the school.

Teaching staff are specifically responsible for the management of behaviour within their own class.

They will:

- Create a safe, welcoming atmosphere for their pupils
- Discuss the Code of Behaviour with their class in an age appropriate manner at the beginning of the school year and as need arises thereafter.
- Ensure the classroom rules are displayed in the classroom.
- Encourage self-discipline and positive behaviour.
- Be courteous, consistent and fair
- Ensure there is an appropriate level of supervision at all times.
- Keep a written record of all incidents in their incident book of continued, serious or gross misconduct. This record will indicate the advice and/or warnings given to the child on the misbehaviour. Teachers on yard duty will inform the class teacher of any misbehaviour observed and this is to be recorded in the incident book by the class teacher.
- Inform pupils when instances of misbehaviour on their part are being recorded and develop a behaviour contract with the pupil. If this misbehaviour continues, then a behaviour management plan will be formed with involvement of both parent and pupil.
- The incident book to be passed on with class each September. ● Report repeated instances of misbehaviour to the Principal.

Parents/Guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce positive Behaviour in school. Parents/guardians can assist the school by encouraging their children to abide by the school rules, encouraging punctuality and regular attendance and by ensuring that homework is given due time and effort.

Should a parent/guardian be concerned about any aspect of their child's behaviour they are welcome to make an appointment to discuss their concerns.

In cases of an identified pattern of misbehaviour parents will be invited to participate in the intervention process in the form of a behaviour management plan.

PROMOTING POSITIVE BEHAVIOUR

It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly scold the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated at some staff meetings for discussion regarding the implementation of the code. Staff will be given opportunities to share their experience of both positive and negative behaviour and to learn from collective wisdom.

Teachers may use various strategies to promote good behaviour including-

- Involving students in the preparation of the school and classroom rules
 - The direct teaching of the code to the pupils in the classroom
 - Reinforcement of the values underpinning the code during R.E. and S.P.H.E.
 - The recognition by the teacher of good and improved behaviour
 - star/reward charts, stickers, homework passes, weekly lottery/raffle, lucky dip, group competition,
 - extra responsibilities in class and in the school,
 - singling out for exceptional worthwhile achievements and efforts, ● other incidental means of praise or reward.
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- Wellbeing month- January
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- To facilitate new members of staff become familiar with practices within the school, discussion regarding the implementation of the code will always form part of the first staff meeting held each September.
 - A copy of the code will be available on school website

REWARDS AND SANCTIONS

The following strategies may be used by teachers: *Praise*

Praise may be given by means of any one of the following:

- A quiet word or gesture to show approval;
- A comment in a child's exercise book;

- A visit to another class, to another member of staff or to the Principal for commendation;
- A word of praise in front of a group or the class;
- A reward system – student of the week
- Delegating some special responsibility or privilege;
- A mention to parents - either written or verbal communication • Stickers, badges, ink stamps used to positively reinforce

Disapproval

The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to the age and emotional development of the child.

The following stages will be used to show disapproval of inappropriate behaviour – they are not always followed in the format listed.

- Reasoning with pupils including advising them about the consequences of their actions;
- Verbal reprimand (including advice on how to improve);;
- Note in journal from class teacher to be signed by parent;
- Carrying out a useful task within the school;
- Behaviour contract- behaviour management plan • Verbal communication with parents/guardians;

INAPPROPRIATE BEHAVIOUR

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

Level One – both in classrooms and the yard

Level 1: Behaviours

Level 1 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. Listed below are some examples of the types of Behaviour that are included in Level 1. Please note the list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers, not completing homework without good reason
- Interrupting class work

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- Talking out of turn
- Running in the hallways
- Disturbing the work or play of others
- Disrespectful language, tone, or manner
- Ignoring staff requests

Level 1: Disciplinary Actions

Consequences for Level 1 behaviour are dependent upon the severity and frequency of the specific behaviour. Teachers will discipline students at level 1. Some examples of Level 1 responses are:

- Reasoning with pupils by discussing the behaviour, talking through what has happened and exploring possible solutions
- Verbal reprimand/reminder(s) by class teacher including advice on how to improve
- Reinforcement of alternative positive behaviour
- Child's name recorded – nature of the incident noted in the class incident book
- Loss of privileges .

Level 1 Supportive Interventions

Listed below are some examples of Level 1 supportive actions:

- Classroom-based interventions, such as Open Circle or class meetings, with the option of informal consultation, (e.g. with parent(s)/guardian(s) or staff members)
- Discussion of behaviour with the child
- Use of incident book to record incidences of misbehaviour This information would be useful should a problem persist. A Class Contract created- Appendix 2

Level Two – both in classrooms and in the yard

Level 2: Behaviours

Level 2 behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety and well being of the students and staff. Listed below are

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some examples of the types of behaviour that are included in Level 2. Please note the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention
- Behaviour which is dangerous to self or others (e.g. shoving, pushing, hitting)
- Intentionally damaging school or personal property
- Telling lies
- Leaving school premises without permission
- Stealing
- Cheating
- Use of profanity
- Derogatory reference to another person's race, gender, religion, physical condition, disability, or ethnic origin
- Disrespectful language or behaviour toward an adult
- Possession or use of dangerous objects

Level 2: Disciplinary Actions

The disciplining of students for Level 2 behaviour is dependent upon the severity and frequency of the specific behaviour and developmentally appropriate levels. The disciplinary actions at Level 2 may include the formal notification of parents, with written documentation, depending on the severity of the misbehaviour using information recorded in the class incident book

Some examples of Level 2 responses are:

- The parent is consulted and meets with the class teacher/pupil to form Behaviour Management Plan –Appendix 3

Level 2: Supportive Interventions

Listed below are some examples of Level 2 supportive actions:

- Request for assistance from external agencies such as the National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education.
- Referral of a Child displaying behavioural problems for psychological assessment (with the parent(s)/guardian(s) consent).

Level Three

Level 3: Behaviours

Level 3 behaviours are considered the most serious violations.

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These behaviours endanger the immediate health, safety and personal well being 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. Listed below are some examples of the types of behaviour that are included in Level 3. Please note that the list is not exhaustive.

- Repeated or serious instances of Level 2 behaviour which have not been modified by intervention
- Setting fires
- Intentional possession or use of weapons
- Violent fighting or intentionally causing physical harm to others
- Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, religion, physical condition, handicap, or ethnic origin

Level 3: Disciplinary Actions

Behaviour at Level 3 may involve suspension from school. The length of the suspension will depend upon the severity and frequency of the specific Behaviour. Specific information about due process and procedures in respect of the issuing of a suspension is contained in this document. Level 3 responses:

- **Suspension from school for one to five days:**

This response will occur with the first incidence of Level 3 behaviour or Level 2 behaviour of significant severity. The Principal following due process and procedure, can issue a suspension.

- **Suspension from school for five to ten days:**

This response will occur with the repeated incidence of Level 3 behaviour or a severe expression of this Behaviour. A suspension of this magnitude will only be issued with the approval of the Board of Management.

- **Expulsion:**

Repeated incidents of Level 3 Behaviour can result in a pupil being expelled.

PROCEDURES FOR SUSPENSIONS & EXPULSIONS

These procedures are drafted in accordance with the following chapters in Developing a code of Behaviour- Guidelines for Schools, NEWB, 2008

- Ch. 10 - Suspensions and expulsions
- Ch. 11 - Suspensions
- Ch. 12 - 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

Authority to Suspend:

The Board of Management of Sliabh A'Mhadra N.S. has formally and in writing delegated the authority to impose an '**Immediate Suspension**' to the Principal Teacher. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an '**Automatic Suspension**' for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the

severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

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

Immediate Suspension and Automatic Suspension

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 pupils or staff of the school. An 'Immediate Suspension' may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of Sliabh A'Mhadra N.S. having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur 'Automatic Suspension' as a sanction;

- Physical assault/violence resulting in bodily harm to a pupil or member of staff or
- Physical violence resulting in serious damage to school property

An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific Behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- the duration 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 returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s).

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss;

- the circumstances surrounding the suspension,
- interventions to prevent a reoccurrence of such misconduct.

The Board of Management of Sliabh A'Mhadra N.S. acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions:

In cases other than those of Immediate or Automatic Suspension the following procedures will apply;

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Sliabh a'mhadra N.S. will initiate a formal investigation of the matter.

The following procedures will be observed;

A written letter containing the following information will issue to Parent(s)/guardian(s);

- i. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in suspension.
- ii. An invitation to a meeting, to be scheduled **no later than 5 school days** from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.

The Board of Management of Sliabh A'Mhadra N.S.. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- ii. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- iii. The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- the duration 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 returning to school, including any commitments to be entered into by the pupil and the parent(s)/guardian(s)
- the provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

Expulsion

Definition of 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.'

Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board

Authority to Expel :

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion:

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required)

As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s);

- iii. details of the alleged misbehaviour, details of the impending investigation process, and notification that the allegation could result in expulsion.
- iv. An invitation to a meeting, to be scheduled no later than **5 school days** from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond

b) The Principal (or BoM Nominee) will make a recommendation to the Board of Management

Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal (or nominee) will:

- i. inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion

- ii. ensure that parent(s)/guardians 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
 - iii. provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)
- c) Consideration by the Board of Management of the Principal's (or BOM's Nominee) Recommendations & the Holding of a Hearing

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.

The parent(s)/guardian(s) will be notified in writing

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board gives an undertaking that;

- i. the meeting will be properly conducted in accordance with Board procedures
- ii. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- iii. each party will be given the opportunity to directly question the evidence of the other party
- iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

d) Board of Management Deliberations & Actions following the Hearing

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely 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 pupils or staff.

e) Confirmation of the Decision to Expel

Where the **twenty-day period** following notification to the Educational Welfare Officer 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.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of Sliabh A' Mhadra N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given;

- i. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.

The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Appendix 1

Rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community

General Rules

- Be on time and fully prepared for school
- Be respectful and courteous to teachers, fellow pupils and visitors
- Have respect for school books, furniture, library books, equipment and other people's property
- Correct uniform to be worn at all times
- Follow the Healthy Eating Policy
- All books, garments lunch boxes etc must be clearly labeled
- Aladdin notice must be provided for any absence
- Pupils may not leave school early unless collected by a parent/guardian
- Mobile phones, personal devices etc are not allowed in school
- Children must stay in designated play areas, not enter the teacher's car park and must not leave school grounds in search of ball etc. - permission must be sought
- No re-entering the school during breaks without permission
- Pupils must seek permission to use water cooler
- Pupils are not allowed to run in classrooms or play in hallways or toilet areas
- Rough play, fighting, bullying, foul or abusive language will not be tolerated
- When bell rings - All play must stop, line up properly and quietly
- On wet days pupils will remain in classroom and play with games provided in an orderly way
- Pupils will seek permission to go to the office or another classroom
- Pupils do not have permission to enter the PE shed unless instructed by a teacher

Appendix 2



Sliabh a' Mhadra N.S.

Class Contract

Name: _____

Date: _____

I will do my best to:

1. _____

2. _____

3. _____

Signed: _____ (Pupil)

Teacher: _____

Appendix 3



Sliabh a' Mhadra N.S.

Behaviour Management Plan

Sliabh a'Mhadra N.S. behavior plan

Expectations: _____ is expected to do his/her best always.

S/he is also expected to achieve the following goals:

1. _____

2. _____

3. _____

The pupil and the teacher have agreed to the following positive outcomes if _____ reaches his/her goals.

1. _____

2. _____

3. _____

The plan will be monitored by the teacher, pupil, principal and parents. It will be reviewed in _____ weeks to assess the student's progress towards reaching his/her goals.

We have read and agreed to the plan:

Student: _____ Teacher: _____

Parent(s): _____

Principal _____

Date: _____

ii.