



SCOIL CARMEL JNS

Code of Behaviour Policy

www.scoilcarmeljns.com

01 – 4514151



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1. Aim

The aim of the Code of Behaviour in Scoil Carmel JNS is to create a safe, respectful and supportive environment where all pupils can learn and reach their full potential. It provides clear expectations for behaviour and helps pupil understand how to make positive choices, take responsibility for their actions and show respect for themselves and others.

2. Rationale

The rationale the Code of Behaviour in Scoil Carmel JNS is to ensure a consistent and fair approach to promoting positive behaviour and managing incidents of misbehaviour across the school. It supports the wellbeing of the whole school community by setting out agreed standards, guiding staff practice and fostering cooperation between pupils, parents and staff in maintaining a positive learning environment.

3. Code Of Behaviour Development

The Code of Behaviour in Scoil Carmel JNS was developed through a collaborative process involving the whole school community. The voices of pupils, parents and staff were actively gathered through consultation, discussion and feedback, ensuring that the code reflects the values and expectations of everyone in the school.

It has been prepared in line with the Education (Welfare) Act 2000, in particular Section 23, which requires schools to prepare and maintain a Code of Behaviour and in accordance with the [National Educational Welfare Board \(NEWB\) Guidelines 2008](#). These guidelines emphasise the importance of fairness, consistency and a whole-school approach, as well as the involvement of parents and pupils in its development and review.

This collaborative approach ensures that the Code of Behaviour is clear, fair and supportive and that it promotes a positive and respectful learning environment for all members of the school community.

4. Mission Statement

Our Mission Statement promotes respect, honesty, courtesy and tolerance in an inclusive school environment that values the rights and needs of all individuals. It supports pupils' spiritual, moral, educational, emotional, social and physical development through strong pastoral care, while encouraging creativity, positive relationships and the social skills needed for future learning. Our Code of Behaviour reflects this by putting its core values into daily practice to create clear expectations for behaviour and helping to create a safe and supportive environment where all pupils can learn and thrive. Our Mission Statement can be read in full on our school website: <https://www.scoilcarmeljns.com/policies>

5. Roles and Responsibilities

5.1 Role of the Board of Management

The Board of Management (BOM) of Scoil Carmel JNS is responsible for ensuring the Code of Behaviour is developed and reviewed in line with current legislation. It oversees school policies and safeguards the ethos of the school, supporting positive relationships and appropriate behaviour throughout the school community.



The BOM is informed by the Principal of any necessary updates or revisions to the Code and ensures that staff, parents and pupils have opportunities to contribute to its development. It formally records the adoption of the Code of Behaviour, its commencement date and when it will be reviewed.

In cases of serious breaches of the Code of Behaviour, the BOM meets with relevant parties and may agree appropriate responses, including suspension or expulsion. The BOM also authorises the Principal to suspend a pupil for up to three days, after which formal procedures apply.

5.2 Role of the Principal

The Principal in Scoil Carmel JNS is responsible for the day-to-day management of the school, under the authority of the BOM and plays a key role in promoting positive behaviour and good order. In implementing the Code of Behaviour they are expected to:

- Promote good order, positive behaviour and a positive school climate
- Encourage shared responsibility among staff, pupils and parents
- Ensure the Code of Behaviour is implemented consistently and fairly
- Support staff in the use of the Code of Behaviour
- Ensure appropriate supports are in place for pupils, especially those with additional needs
- Maintains effective communication between home and school
- Ensure staff are familiar with the Code of Behaviour
- Organise staff roles and pupil responsibilities appropriately
- Support opportunities for pupils to participate in school life and develop a sense of belonging

5.3 Role of Staff

Positive relationships between teachers, Special Needs Assistants (SNAs) and ancillary staff and pupils are central to good behaviour. These relationships should be warm and respectful while also fair, consistent and professional. Class teacher and Special Education Teachers (SET) are responsible for implementing the Code of Behaviour in their classrooms and during all school activities.

All staff are expected to:

- Create a positive and realistic learning environment
- Promote a positive approach to behaviour
- Lead by example through honesty, respect and courtesy
- Provide a safe, caring and effective environment for learning
- Build relationships based on kindness, respect and understanding
- Treat all pupils fairly, regardless of age, gender, race or ability, while also working closely with parents and professionals to support pupil with additional behavioural needs
- Recognise and value the effort and contribution of all pupils
- Promote kindness and discourage physical or aggressive behaviour

Class Teachers/ SET are expected to:



- Establish and explain clear class expectations in line with the Code of Behaviour
- Focus on positive reinforcement through agreed strategies to affirm positive behaviour
- Recognise and respond to the individual needs and differences of pupils
- Support each child in reaching their full potential
- Plan engaging lessons that maintain pupil interest and reduce opportunities for disruption
- Use the Social Personal and Health Education (SPHE) curriculum to support our Code of Behaviour by helping pupil develop communication, problem-solving skills and self-esteem

5.4 Role of Parents/ Guardians

Parents play a key role in shaping attitudes that support positive behaviour in school. Strong cooperation and communication between home and school is essential to ensuring a positive learning environment for all pupils.

Parents are expected to:

- Be familiar with school policies, including the Code of Behaviour
- Discuss and reinforce the Code of Behaviour with their child
- Support teachers in implementing the Code of Behaviour
- Maintain regular contact with teachers regarding their child's progress
- Support their child's learning, including homework
- Ensure regular attendance and punctuality
- Promote respect for school staff and all members of the school community
- Be available to discuss any concerns or issues that arise

In addition to this, parents/ guardians must inform the school if a child is absent from school and provide a reason for this absence. This can be done via the Aladdin Connect app. Should a child fail to arrive at school and there is no explanation from the parent / guardian, the school secretary or Principal will contact the parent/ guardian for an explanation and to ensure the child's safety.

5.4 Role of Pupils

Pupils are expected to:

- Attend school regularly and arrive on time
- Listen to their teacher and follow instructions
- Work quietly and avoid behaviour that disrupts learning
- Show respect to all members of the school community, including staff, parents, other pupils and visitors
- Take care of school property and respect the belongings of others
- Behave safely and avoid actions that could harm others
- Use kind and respectful language at all times
- Include others in games and activities
- Bring the correct books and materials to school each day
- Follow school and class rules
- Speak to a teacher if they are worried or if something is wrong



6. Our School Rules

Our school rules have been devised with input from pupils and teacher and with regard for the health, safety and welfare of all members of the school community. They emphasise positive behaviour at the beginning of each rule. The rules will be applied in a fair and consistent manner, with due regard to the age of the child and to individual difference.

6.1 6 Golden Rules

1. We listen – we don't interrupt
2. We are gentle – we don't hurt others
3. We are honest – we tell the truth
4. We are kind – in our actions and words
5. We work hard – we don't waste time
6. We look after property – we don't damage things

The rules apply during school time, including in classrooms, around the school building, in the yard and during all school-related activities such as school tours, sports days and other events. They also apply while pupils are gathering in the yard before school and after dismissal at the end of the school day. Parents/ guardians, childminders and after-school service providers are responsible for supervising pupils before the school bell rings at 9:00 a.m. and after pupils have been dismissed by the class teacher at 1:40 p.m. or 2:40 p.m. respectively.

At the beginning of each academic year, the class teacher will discuss the Golden Rules with pupils and display them prominently in the classroom (see **Appendix 1** for the Golden Rules posters).

The rules will be communicated to parents/ guardians, who, by enrolling their child into our school, acknowledge and accept the Code of Behaviour on their child's behalf and agree to support the school in its implementation. Pupils will also sign an age-appropriate agreement using a fingerprint on the 'Golden Promise Tree' poster to indicate their understanding of and commitment to the Golden Rules (see **Appendix 2** for Class Contract poster). Where difficulties arise, parents/ guardians will be contacted at an early stage.

7. Strategies to Affirm Positive Behaviour

The vision of Scoil Carmel JNS is to support every child in achieving their personal best and to prepare them for future education, life and work. We recognise that pupils have different strengths, talents and ways of learning and we value and encourage all forms of ability. All pupils are encouraged, listened to and praised by adults in the school. Praise for positive behaviour is linked to maintaining good standards, following the Golden Rules and demonstrating effort to improve behaviour.

As a school, we use a range of strategies to affirm positive behaviour and to encourage pupils in a consistent and supportive way. We recognise that these strategies are most effective when they:

- Reinforce behaviour that is positive, valued and expected in our school
- Meaningful to the child or group and when pupils clearly understand what behaviour is being acknowledged



- Are given as promptly as possible after the behaviour occurs
- Take into account the individual child, including their age, stage of development and background
- Recognise both effort and achievement
- Are applied consistently by all staff
- Are fair and inclusive, ensuring no child or group is disadvantaged or excluded

Through the following strategies, we aim to motivate pupils, build confidence and promote a positive, respectful and supportive school environment:

- A quiet word or gesture to show approval
- A comment in a child's copy or workbook
- A visit to another member of staff or to the Principal for commendation
- A word of praise in front of a group or class
- Delegating some special responsibility or privilege
- A mention to parent/ guardian through written or verbal communication
- 'Bualadh Bos' in class or special mention over the intercom or school assembly
- Whole class/ individual reward systems
- Progress made towards achieving a reward is never taken away if an individual's behaviour breaks one of the Golden Rules

8. Unacceptable Behaviour

Three levels of unacceptable behaviour are recognised: general, serious and gross misbehaviour. All everyday instances of a minor nature are dealt with by the class teacher or the supervising teacher at yard times. In cases of repeated general misbehaviour or single instances of serious or gross misbehaviour, parents/ guardians will be involved at an early stage and invited to meet the teacher and/ or the Principal to discuss their child's behaviour. Below are examples of unacceptable behaviour that occur when one or more of the Golden Rules are broken:

8.1 General misbehaviour

These are every day, low-level disruptions that interfere with the immediate learning environment:

- Continuously talking, disruption of class work, shouting answers or comments out of turn, disrespect to teachers or peers, distracting others, ignoring teacher instructions, ignoring class rules, interfering with the work or property of other
- Rough play in the yard and in lines when going to and from the yard, bad language, name-calling, entering the school building during break times without permission, entering prohibited areas of the playground, ignoring teacher instructions

8.2 Serious misbehaviour

These are behaviours that significantly impede teaching and learning or are deeply hurtful to others:

- Continuous occurrence of general misbehaviours, despite intervention and support being provided
- Truancy, stealing, aggressive/ threatening behaviour towards a peer or staff member, defiant behaviour towards a teacher, leaving school grounds without permission



- Bullying, which is repeated aggression conducted by an individual or group against another or others and it includes the following:
 - Physical: pushing, shoving, punching, kicking, poking, tripping, etc.
 - Verbal: name calling which hurts, insults or humiliates.
 - Emotional: threats or persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Threats to extort money or possessions
 - Cyber bullying: once off incidents of this are deemed as bullying

8.3 Gross misbehaviour

These are single incidents or repeated instances of serious misbehaviour that have a seriously detrimental effect on the safety, health or welfare of pupils or staff in Scoil Carmel JNS:

- Continuous occurrences of serious misbehaviours including despite intervention and support being provided
- Persistent and deliberate defiance, deliberate damage to school property and the property of peers
- Continued bullying
- Breaking the law including serious theft
- Putting the safety of self, peers or staff members at risk in school or in the yard
- Deliberately hurting a peer or staff member

The Principal will become involved if general misbehaviours are ongoing and in all incidents of serious and gross misbehaviours. Protocols and procedures for dealing with bullying are aligned with and should be read in conjunction with our [Bí Cineálta Anti-Bullying Policy](#). Protocols and procedures for dealing with gross misbehaviour are aligned with and should be read in conjunction with our [Managing Behaviours of Concern Policy](#).

The school takes particular care to intervene early in responding to all types of misbehaviour. Issues relating to bullying are explored continually during SPHE lessons. Should a parent/ guardian have any concerns about misbehaviours taking place towards their child, the first person to be informed should be the class teacher. Class teachers are more than willing to facilitate a meeting outside of teaching time and any requests for meetings should be made through the proper channels i.e. a phone call to the office or message via Aladdin to arrange a convenient time for both parties.

9. Sanctions

In a Junior School setting the term 'sanction' is understood exclusively as a supportive, age-appropriate learning consequence rather than a punitive measure. The application of sanctions is guided by the NCSE RELATE framework, prioritising connection, regulation and learning over punishment.

In responding to incidents of misbehaviour, the school will ensure that fair procedures are followed at all times. This includes giving all parties the opportunity to be heard and ensuring that decisions are made in an impartial and unbiased manner. Any sanction applied will be appropriate to the behaviour and aimed at supporting the child in making positive behaviour choices. Specific examples of interventions and



sanctions are outlined in the next section. The purpose of them is to support learning and encourage positive behaviour by:

- Helping pupils to understand when behaviour is not acceptable
- Supporting pupils in recognising the impact of their actions on others
- Helping pupils, in ways appropriate to their age and stage of development, to understand that behaviour choices have consequences
- Encouraging pupils to take responsibility for their behaviour and actions

Sanctions may also:

- Reinforce the expectations and boundaries outlined in the Code of Behaviour
- Reassure pupils and staff that their wellbeing, safety and right to learn are being protected

In cases of more serious breaches of school standards, sanctions may be necessary in order to:

- Prevent significant disruption to teaching and learning
- Ensure the safety and wellbeing of the pupil, other pupils and staff members

10. Levels of Intervention

A clear system of levels of intervention is an important part of our school's Code of Behaviour. It helps to ensure that behaviour is addressed in a fair, consistent and supportive manner, while recognising that pupils learn and respond in different ways. Levels of intervention provide a structured approach for responding to behaviour, beginning with low-level strategies such as reminders, encouragement and restorative conversations and moving to more formal interventions where necessary.

The purpose of these interventions is not simply to respond to inappropriate behaviour, but to support pupils in understanding the impact of their actions, taking responsibility and developing positive behaviour choices. Having clearly defined levels of intervention also helps staff and parents/ guardians to work together in supporting the child. In this way, the Code of Behaviour promotes a safe, respectful and positive learning environment for all members of the school community.

As part of the whole-school approach, school staff will follow the steps below to support the management of general misbehaviours in the classroom or yard. However if there is an incident of a serious or gross misbehaviour, the class teacher will inform the Principal and parents/ guardians as soon as possible. If an SNA or ancillary staff member observes general, serious or gross misbehaviour, they should report it directly to the class teacher or supervising teacher on yard who will then follow the necessary steps outlined below:

Levels of Intervention – General Misbehaviour	
Step 1	Pupil Support: • The teacher explains to the pupil why his/ her behaviour is unacceptable, identifying the school rule that has been broken • The pupil's seating arrangement may be changed and the child may be temporarily separated from a group if their behaviour is disrupting the learning, work and play of others



	• If a pupil's behaviour is a source of disruption or danger to him/ her or others, he/ she may be temporarily removed from the activity in which he/ she is involved • If the incident occurs in the yard, the pupil will be reminded of expectations by the supervising teacher and separated from other pupils if necessary through redirection to an alternative play space • If a pupil's behaviour leads to disarray, they will be supported to help put things back in order when they are calm and ready to do so • If a pupil's actions have caused upset or harm, they will be supported to take responsibility and offer an apology at an appropriate time • Where appropriate, a pupil may lose part of a privilege, such as Golden Time, to provide an opportunity for reflection and to support positive behaviour choices Reporting: • Supervising teachers will inform class teachers of all incidents in the yard • A verbal update is given to parents/ guardians at home time regarding the misbehaviour, so that it can also be discussed and supported at home • If the parent/ guardian is not collecting their child, the class teacher will update them via phone or send a message via Aladdin after school
Step 2	• If the sanctions at step 1 for a general misbehaviour fail to resolve the problem, the teacher will inform the Principal of the behaviour issue and the pupil will be referred to the Principal • The teacher will meet with the parents/ guardians to discuss the pupil's behaviour • The teacher will discuss the issue with the parents/ guardians and a collaborative problem solving approach to supporting the pupil will be discussed • If deemed necessary, the Principal will also attend the meeting
Step 3	• If the pupil continues to behave inappropriately, the pupil will be referred to the Principal • The teacher and Principal will meet the parents/ guardians to inform them that the pupil's behaviour at school is ongoing, inappropriate and unacceptable • A Behaviour Support Plan will be drafted with clearly defined roles and responsibilities to support the pupil • A review meeting at an agreed date will take place to discuss progress or otherwise in the pupil's behaviour
Step 4	• If the procedures followed in steps 1 to 3 have proved unsuccessful and the pupil continues to behave in an inappropriate and unacceptable manner, that is persistently disruptive to learning or potentially dangerous, the Principal may decide to suspend the pupil



	as per guidelines for the grounds for suspension outlined in the NEWB Guidelines for Schools
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Levels of Intervention – Serious Misbehaviour	
Step 1	- All of the pupil support in step 1 for general misbehaviour will also apply in cases of serious misbehaviour - The Principal is informed of the serious misbehaviour as soon as possible and the pupil is referred to the Principal - Parents/ guardians are notified as soon as possible and a meeting is requested to discuss the pupil's behaviour with the class teacher and Principal - A collaborative problem solving approach to supporting the pupil will be discussed and if deemed necessary at this time, a Behaviour Support Plan will be drafted with clearly defined roles and responsibilities to support the pupil - In the case of bullying, we will refer to our Bí Cineálta Anti-Bullying Policy for additional guidelines in supporting all parties involved - A review meeting at an agreed date will take place to discuss progress or otherwise in the pupil's behaviour
Step 2	- If the sanctions at step 1 for a serious misbehaviour fail to resolve the problem, a further review meeting with parents/ guardians, Principal and class teacher will take place - If a Behaviour Support Plan is in place it will be reviewed and updated as necessary - If not, a Behaviour Support Plan will be drafted with clearly defined roles and responsibilities to support the pupil - A review meeting at an agreed date will take place to discuss progress or otherwise in the pupil's behaviour
Step 3	If the procedures outlined in Steps 1 and 2 have proved unsuccessful and the pupil continues to behave in an inappropriate, persistently disruptive and constitutes a real and significant threat to their own safety and the safety of others, the Board of Management (BOM) may decide to suspend the pupil, in line with the procedures set out in the NEWB Guidelines for Schools

Levels of Intervention – Gross Misbehaviour	
Step 1	- All of the pupil support in step 1 for general misbehaviour will also apply in cases of gross misbehaviour - The pupil will be referred to the Principal immediately - Parents/ guardians are notified as soon as possible and a meeting is requested to discuss the pupil's behaviour with the class teacher and Principal



	• A collaborative problem solving approach to supporting the pupil will be discussed and a Behaviour Support Plan will be drafted with clearly defined roles and responsibilities to support the pupil • In the case of ongoing bullying, we will refer to our Bí Cineálta Anti-Bullying Policy for additional guidelines in supporting all parties involved • A review meeting at an agreed date will take place to discuss progress or otherwise in the pupil's behaviour
Step 2	• If the sanctions at step 1 for a gross misbehaviour fail to resolve the problem, a further review meeting with parents/ guardians, Principal and class teacher will take place • If a Behaviour Support Plan is in place it will be reviewed and updated as necessary • If not, a Behaviour Support Plan will be drafted with clearly defined roles and responsibilities to support the pupil • A review meeting at an agreed date will take place to discuss progress or otherwise in the pupil's behaviour
Step 3	• If the procedures outlined in steps 1 and 2 have proved unsuccessful and the pupil continues to behave in an inappropriate, persistently disruptive and constitutes a real and significant threat to their own safety and the safety of others, the BOM may decide to suspend or expel the pupil, in line with the procedures set out in the NEWB Guidelines for Schools

11. Procedures For Suspension & Expulsion

Suspension and expulsion are extremely grave sanctions and we regard them very much as a matter of last resort. All decisions with regard to suspension and expulsion will be made after consultation with all relevant stakeholders and will be in line with the procedures set out in the [NEWB Guidelines for Schools](#).

11.1 Suspension

- Repeated incidents of serious misbehaviour or an incident of gross misbehaviour may cause the Principal to recommend to the BOM that a child be suspended from school for a period of up to 3 days
- If the BOM decide to confirm the suspension, the parents of the child will be informed in writing of the reason(s) for their child's suspension and they will have the opportunity to respond
- If this initial suspension fails to address the situation, a further period of suspension may be necessary
- If suspension does not resolve the issue, the BOM may consider permanent exclusion (expulsion)



11.2 Expulsion

- Expulsion may be considered in an extreme case and at a first offence in exceptional circumstances
- A detailed investigation will be carried out under the direction of the Principal, who will then make a recommendation to the BOM
- Consideration by the BOM of the Principal's recommendation and the holding of a hearing
- BOM deliberations and action following the hearing
- Consultations arranged by the Education Welfare Officer (EWO)
- Confirmation of the decision to expel is made

Parents have the right to appeal a decision made with regard to suspension or expulsion and can follow the appeals process outlined in the [NEWB Guidelines for Schools](#).

12. Pupils with Additional Needs

All pupils are expected to follow the Code of Behaviour. The school recognises, however, that some pupils with additional needs may require additional support to understand and consistently follow certain rules. In such cases, individual behaviour support plans will be developed in consultation with parents/ guardians. The class teacher, SET, SNAs and/ or Principal will work collaboratively with home to ensure the child is appropriately supported, taking into account the child's stage of development and any relevant professional advice, such as psychological assessments.

The school also recognises that pupils with special educational needs may, at times, present with behaviours of concern, particularly where communication, sensory processing, emotional regulation or social understanding are impacted. Such behaviour is understood as a form of communication, and the school will respond with empathy, support, and targeted interventions tailored to the individual needs of the child. Protocols and procedures for managing behaviours of concern are aligned with, and should be read in conjunction with, our [Managing Behaviours of Concern Policy](#).

Where appropriate, peers may be taught simple, supportive strategies to help promote understanding and inclusion, always delivered in a respectful, safe and sensitive manner that values the differences of all pupils.

13. Record Keeping

The school maintains records of misbehaviour in a consistent and proportionate manner to support positive behaviour and ensure appropriate follow-up. Class teachers may keep brief informal notes of incidents as part of their day-to-day practice. Relevant incidents are also recorded on the school secure database, Aladdin, in the pupil's log of actions. Where repeated behaviours are identified, structured observation tools such as ABC (Antecedent–Behaviour–Consequence) charts may be used to better understand patterns and inform support.

Incidents of bullying are recorded and managed in line with the Bí Cineálta procedures and the school's [Bí Cineálta Anti-Bullying Policy](#). Where ongoing concerns exist, individual Behaviour Support Plans may be developed collaboratively with parents/



guardians, class teachers, Special Education Teachers (SET), Special Needs Assistants (SNAs), the Principal and any relevant external professionals.

All records are kept confidential, with pupils identified by initials rather than full names, to protect privacy and ensure appropriate data protection.

14. Implementing the Code of Behaviour

The successful implementation of the Code of Behaviour depends on a clear and consistent whole-school approach. Key elements include:

- Communicating the Code of Behaviour
- Teaching expected behaviours and skills
- Identifying and supporting individual pupil needs
- Securing parental support
- Monitoring behaviour
- Reviewing the Code of Behaviour regularly

13.1 Home/ School Communication

Positive communication between home and school plays a key role in supporting pupil's behaviour and wellbeing. Parents/ guardians and teachers are encouraged to work in partnership to support pupils and address any concerns that may arise. The Code of Behaviour is provided to parents on enrolment, is available on the school website and is also outlined at induction meetings for new parents and class meetings at the start of each school year. Parents are expected to support and reinforce the Code at home.

In addition, parents/ guardians and teachers are encouraged to share any relevant information that may impact a child's behaviour or wellbeing to ensure appropriate support can be put in place. This can be done:

- At the annual Parent/ Teacher meeting
- At additional meetings as necessary during the school year
- Messages through the Aladdin Connect app
- Phone calls

13.2 Teaching the Code and Building Skills

The school actively teaches the expected behaviours so that pupils can develop the skills to manage their own behaviour and respond appropriately to others. This is done by:

- Introducing the Code of Behaviour to pupils each year
- Referring to it regularly in class and across the school
- Clarifying expectations as situations arise
- Teaching appropriate behaviour through everyday interactions
- Providing opportunities to practise expected behaviours
- Using SPHE and RE to support social, emotional and relationship skills
- Supporting pupils with additional needs to understand and follow the Code



15. Review

This Code of Behaviour will be reviewed every two years, or sooner if required, in consultation with staff, parents/guardians, pupils and the BOM to ensure it remains effective and in line with current legislation and best practice.

16. Ratification

This policy was approved and ratified by the Board of Management on:

Signed: Maire O'Keefe Date: 09/06/2026

Chairperson

Signed: Irene Quinn Date: 09/06/2026

Principal

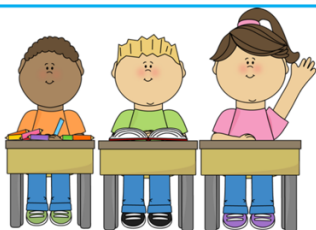


Appendix 1: Classroom Display Posters

Our Golden Rules



We listen – we wait our turn
We are gentle – we care for each other
We are honest – we tell the truth
We are kind – in our actions and words
We work hard – we always try our best
We look after our property – we look after our school



We listen

We wait our turn



We are gentle

We care for each other



We are honest

We tell the truth



We are kind

In our actions and words



We work hard

We always try our best



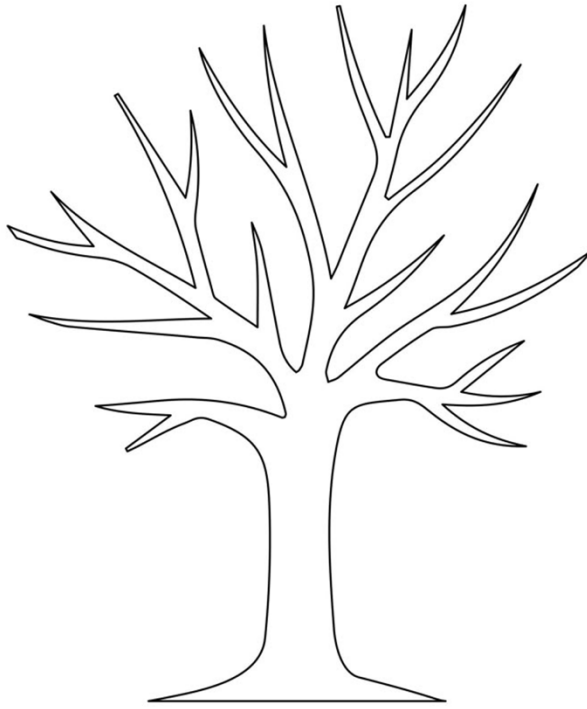
We look after our property

We look after our school



Appendix 2: Class Contract

The Golden Promise Tree



Each fingerprint shows our promise to try our best and follow the Golden Rules