

Parent Information & Code of Behaviour Booklet



Scoil Mhuire / Davidstown PS

Davidstown,

Enniscorthy,

Co. Wexford

Telephone: 053-9234745

E-mail: info@davidstownps.ie

www.davidstownps.ie

Twitter & Facebook @DavidstownPS

Dear Parents/Guardians,

The following are a few guidelines specific to our school to introduce you to the running of the school.

Times

School day commences at **9.20am**. Junior infants may come directly to the classroom on the first morning and should assemble in line in the playground thereafter. Yard is supervised from **9.10am** each morning. Do not leave your child unsupervised before this time.

Classes will **finish at 12.30pm** for the first 2 weeks and at **2pm** for the rest of the year. Please collect your child on time. They are looking forward to seeing you. If delayed, please let us know by phone.

Schoolbags and Lunchboxes

Schoolbags should be durable and large enough to fit A4 books and folders. Children should be able to open lunch boxes and schoolbags easily. No glass containers allowed.

Books

All books will be available in school at the beginning of the first term. Children should bring pencils, eraser, sharpener, and chunky crayons on the first morning. Markers are not advisable as they are messy and can be difficult to remove from clothes and skin. You will receive a book bill in September. There is a book rental scheme in operation in the school. Readers are supplied for a minimal rent through this scheme. There will be some books to be purchased. A booklist will be sent home. More information will be available in September.

Labelling belongings

Please ensure all uniform and belongings are labelled with the owner's name. Otherwise it is very difficult to return misplaced items.

School Uniform

The school uniform consists of navy school jumper, navy blue trousers/skirt/pinafore, white polo t-shirt under their school jumper.

Pupils can wear navy blue shorts during warm weather if necessary. Tracksuits are to be free of advertisements and logos. Please ensure all jumpers and coats are marked with pupils' name.

Healthy Lunches

We have a healthy lunch policy. We encourage healthy lunches, sandwiches, fruit, yogurt, fruit drinks etc. We discourage fizzy drinks, sweets, sticky bars etc. Copy of policy is at the back of this book.

Sickness/Absences

After 20 days absence I am obliged to inform The National Education Welfare Board. As a help to parents I will write to you when your child has missed 10, 15, 20 days. Is it important that all absences are explained. Please send note into class teacher or phone the office.

Early departure from the school premises

Please inform the class teacher of the reason and time. Pupils must be collected from the class and the class teacher informed.

Homework

An assignment will be given every evening to be completed at home. It will be marked or dated. Parental supervision and help is necessary and appreciated. The completed work should be signed by the supervising adult. Week-ends are generally homework free.

Parent Teacher relations

If you or your child has any worries about an issue and you need to discuss any matter concerning your child, a note after an assignment in the book/copy or in a sealed envelope or a phone call to make an appointment to see the teacher is in order. The most suitable time for a chat is between

2pm and 3 p.m. Please check your child's schoolbag regularly for notes, information sheets and reminders.

Parent teacher meetings take place during the year generally in November, to discuss your child's progress.

Aistear:

We use the Aistear framework in school. This is a new very structured method of teaching where pupils learn through play. More information at www.ncca.ie, our website and social media pages.

Additional Information

Preparation for Learning

Children learn informally from birth from their parents and from their environment. Parents are often anxious to begin to see some results of formal learning soon after the child starts school. Children will start to read and write at their own pace. Just as they walk and talk at different ages – they also read and write when they are ready to do so themselves. It is not necessary for children to be able to write or recognise letters before coming to school – it is far more important to prepare them socially and this can be done informally by parents.

The following will help you develop your child's management of new skills.

Language

Language is an essential pre-requisite to reading. Listen attentively to your children. Talk to them and encourage them. Give them time to explain and re-tell events to you. Avoid interrupting even if you know what they are going to say. When talking to your child don't economise with words. Don't use baby talk. Let your child answer questions.

Gaeilge: Please use and encourage use of simple Irish phrases that your child learns at school.

Reading Skills

Read to your child regularly. This encourages a love of books and creates an interest in reading. Ensure that reading is an enjoyable experience. Don't prolong the reading when the child has lost interest – short enjoyable experiences are best.

Pay attention to the mechanics of reading, i.e. holding the book, turning the page – page by page. Place your finger under the words as you read from left to right. The child's main interest will be in pictures – allow time to examine and comment on them. Encourage them to repeat the story to you or tell you their favourite bit.

Encourage them to repeat what happened in the story and to retell you their favourite bit. Play “what do you think would have happened if.....!” Games, or “what would you have done if you were Goldilocks?”

Nursery Rhymes

Enjoy nursery rhymes together.

Colours

Help your child identify colours. This activity could also lend itself quite easily to the use of Irish as it necessitates the use of single word terms, dearg/buí/bán/glas etc.

Writing

Young children need to develop the right muscles in their hands before they can begin to write properly. You can help this development by encouraging them to do things which involve using their hands such as drawing, cutting paper, using play dough etc.

You will need:

- Large sheets of paper and chubby crayons for scribbling, drawing, colouring in/tracing, copying etc.
- Scissors for cutting paper;

- Activities which involve pouring, stirring, mixing, rolling, e.g. making play dough;
- Dolls /teddies with clothes that can be buttoned, laced, zipped and tied;
- Encourage and develop independence.
- Encourage them to dress themselves.

Construction Play

Chose toys carefully. Children should have blocks to build, simple jig-saws, construction toys etc. Encourage them to build and make, using odds and ends, i.e. paper-plates, used packets, cartons, egg boxes etc.

Maths

You can help your child become familiar with concepts they will need to understand when they are introduced to basis maths in school. Allow your child to help you sorting cutlery- setting the table, counting out the correct number of spoons, forks etc. Allow your child to help you divide sweets among friends. Again, the incidental use of the Irish number terms is advisable here as, just like with colours, it entails the use of single-word terms: aon/dó/trí etc.

Environmental Education

Encourage your child to:

- Collect things from the park or beach on walks like shells and cones, pebbles, nuts and feathers, They can have fun later sorting and classifying the different objects. Try the same thing with collections of buttons, badges, lids etc. and other odds and ends from around the house, Use of Irish to identify single-word items, such as articles of clothing (geansaí/sciorta/bríste/etc), or food (úll/briosca/ceapaire) and of personal belongings (mála/leabhar/lón) can also facilitate subsequent understanding.
- Use language with your child that will help them to understand the concepts of more, less, shorter than and other useful comparisons.

- Allow your child to use whichever hand they feel most comfortable with. Being left handed will not cause any problem in school.

IPads, other devices: “Screen Time”

- Time on devices should be limited to 30 minutes maximum a day.

Preparation for School

Starting school is a milestone in the life of a child and is often a time of stress and anxiety for parents. Parents, however, can do much to reduce such anxiety, - both for themselves and their child. This preparation should begin some months before the child starts and should be carried out gradually. It is an enormous change for a child to have to share a room with up to 30 other children and one adult. There is much that parents can do, however, to prepare the child to cope with separation and socialisation and to build a sense of control in the child.

The following may help

An initial visit to the school is a good idea. Meet the Principal and the teacher of infants. Show your child the school building, the cloakroom, the classroom, where the toilets are, the playground etc.

- Talk to your child about your own school days. Emphasise the opportunities for making friends and for getting involved in new activities.
- Introduce your child to another junior infant, if possible have them around to play during summer holidays. It is important for your child to see some familiar face on the first day.
- Children should be able to put on and take off coats and hang them up, to use the toilet and flush it properly, to tidy up their crayons and colouring books. Help them to practice putting things in and out of school bag. Teach them to use a handkerchief or tissue, to share toys, to take turns in the playground.
- Label all your children’s clothes and belongings clearly – help them to identify their own belongings.

- Your child should know his/her home address.
- Allow your children to do things independently. Encourage confidence by having them dress themselves.
- Allow time for this in the morning. Don't criticise if things are not exactly to your liking, i.e. buttons not perfect or tie slightly crooked. Praise their efforts at every opportunity.
- Please provide the school with the name of a person to be contacted if you are not at home. Explain this arrangement to your child.

Making life manageable for the Junior Infants

Children cannot be independent if they cannot manage the equipment you provide. Give some thought to the items your child needs to get through the school day, for example:

- If your child cannot tie laces then shoes with a Velcro fastener will enable his/her independent skills
- Ask yourself whether or not your child can manage his/her clothes by herself/himself. Zips may be easier than buttons for example. Elasticised trousers can be easier than zips or buttons.
- Choose a lunch box and flask that s/he can open easily. Carton drinks are easier and safer than bottles. Again, make sure that the school bag can hold these.
- Give some thought to lunches too. Peeled fruit is a good idea.

All of the above, if given a little thought, can help your child feel capable of dealing with classroom routine. It also helps the teacher enormously.

Green School Project

Our School is involved in "Green School" projects. We aim to reduce, reuse and recycle. With this in mind we encourage you to reduce the wrappings in lunch boxes and use plastic containers for food and drinks that can be washed and reused. All lunch waste must return home so you

have an idea of what is eaten and not. Please don't give too much. A drink, small sandwich and piece of fruit should be sufficient.

The First Day

It is important that you establish a good routine early. Check that all items – uniform, bag – are ready for the morning. Do this in a calm fashion – don't have your child over-excited or anxious going to bed. Give plenty of time in the morning for dressing, washing and eating a good breakfast. It is important that your child arrives at school before class starts as children can find it very intimidating to walk into a class already in progress.

On his/her big day, if you are feeling upset, don't show it, leave your child with the teacher, and tell him/her you will be back at the appropriate time to collect him/her. If your child is upset, trust the teacher. The teacher is very experienced and knows how to comfort an anxious child.

It is important that you arrive on time to collect your child from school. Children will become upset if they see other children being collected and feel they are being left behind. It takes time for children to adapt to school life and routine. Don't expect too much too soon. Talk to them about what happened and allow them to respond in their own way. If you ask "What did you learn today" you will most likely be told "nothing". Most of the work at infant level is activity based and children are not conscious of 'learning' as adults understand it. If, however, you ask "What happened?", "What did you do?", "Did you sing?", you will have more success. Your child will be tired coming home from school and occasionally may sleep for an hour or so when they come home from school. It is important to set a routine of a quiet time together and early to bed. If you feel that your child is worried about something school-related, talk to the teacher.

The School Day

Parents/Child-minders/Grandparents should be aware of the normal times of opening and closing the school and of procedures to be complied

with when there are changes to the timetable. All early pickups from school & child must be signed out.

All parents will be aware that even the most closely supervised children will have accidents occasionally. This is true of both home and school. If your child has an accident at school the teachers will respond in a caring and professional manner.

Health and Hygiene

Your child is now sharing a room daily with a large number of children. Close contact with other children is unavoidable, so particular attention should be paid to health and hygiene.

You should check your child's hair regularly for head lice – when you child has contacted lice you should inform the school and treat the hair immediately.

Children who are sick should not be sent to school. You must consider the other children in the class.

The H.S.E. offers a medical screening for children at least once during primary school years. This includes screening for vision, hearing, general health and nutrition. The H.S.E. gives booster immunisation against childhood diseases to children in Infant Classes. You may prefer to have immunisation complete before your child starts school. The public health nurse at your local clinic will advise you on this. Children will not be immunised without parental consent. If your child has a particular health problem such as allergies, asthmas, diabetes etc. – you should advise the school. The school should be made aware of the name and address of your family doctor. A good diet and plenty of sleep, fresh air and exercise are essential to the growing child. Allow plenty of time in the morning for your child to eat a healthy breakfast. Choose lunches carefully. Sandwiches and fruit are healthy option. Health education is part of the school curriculum. In school, children will be encouraged to make good

choices in relation to food – your choice for them should not conflict with this. Please monitor time spent on computers/playstations and electronic games. It is proven that children are spending too much time on television based activities and not enough time playing outside and with others. Get your child involved in local sports clubs for healthy social interaction and for the health benefits.

Bullying

Bullying is a problem which many children encounter and one which is of great concern to parents and teachers. It is a problem which requires co-operation between schools and parents in seeking solutions. It can be physical, verbal or emotional and may be carried out by groups or by an individual. Much of the advice in previous chapters has emphasised the importance of building independence and confidence in the child. The importance of talking to and listening to children has also been stressed. These are important factors in helping the child to deal with early approaches from a bully. Children need to have the confidence to say “No” in a good assertive tone of voice if they are approached for lunch or possessions. Children who are confident in their abilities and in their appearance are also more likely to shrug off a taunt or a jibe. They also need to know that they have the right to tell an adult about a problem. Bullies will select children whom they feel can be kept quiet. Building self-esteem and a quiet sense of confidence is equally important for the child who is a bully, as it is for the potential victim.

Why do some children become bullies? This can happen for many reasons.

- They may be bullied themselves by parents or siblings at home.
- They may feel inadequate and lack confidence in themselves.
- They may feel under pressure to succeed at all costs.
- They may find it difficult to socialise with their peers and so pick on younger, more vulnerable children.
- They may be very spoilt and go totally unchallenged at home.

- Some children become involved in bullying by acts as bystanders or supporters of a bully.
- If this is the case it must be pointed out that they are equally guilty of bullying.

If your child is involved in bullying it is important to acknowledge that fact and help him/her to overcome this. One of the most difficult problems which schools face in tackling bullying is getting the child and parents to acknowledge the fact that they are involved in such behaviour.

What to do

Try to find out if this is a temporary response to something else in the child's life, i.e. a new baby, bereavement, stress at home.

- Talk to your child – try to get your child to understand how the victim feels – help your child to socialise by inviting other children to play on outings etc. Don't respond by being a bully yourself. Hitting and verbal attack will make the situation worse. You will need to deal with this problem over a period of time.
- Talk to the child's teacher – you will find teachers willing to help. It is important that you and the teacher take the same approach to the problem.
- Bullies often suffer from a lack of confidence. Don't compare your child's achievement with others. Praise helpful, kind behaviour at every opportunity.
- Children should be taught to accept differences in others. If your child always seems overly critical of others help by making positive remarks about other children.
- You may need help if your child has a serious behavioural problem – the school or your G.P. can refer him/her to the Child Guidance Clinic if necessary.

If your child tells you s/he is being bullied

- Stay calm – don't overreact no matter what you are feeling. Your reaction may convey a sense of anger or disappointment to the child and could be counter-productive. Children who are bullied often feel a sense of failure and guilt. Your response should convey that they are not at fault and that this is a problem which can be overcome. Teaching the child that s/he has the right to say "No" and to carry him/herself in a confident way will deal with many situations. Establish the right to tell and talk about the problem.
- Talk to the teacher. Bullying is a covert activity and in large classes can be difficult for teachers to detect. Teachers need the support of parents in tackling this problem.
- If the bullying is physical – don't tell your child to hit back. Schools cannot encourage children to engage in violent behaviour and conflicting advice will only confuse the child. Also, telling a vulnerable child to hit back is asking the impossible of them and will only add to their sense of failure when they find they cannot do so.
- Children who are quiet in nature can be more vulnerable and need help to socialise. You can facilitate this by inviting children to play and by enlisting the help of other parents.
- Some children attract bullies because of poor personal hygiene or habits. If this is the case it can be easily overcome with help from you.

Possible signs that a child is a victim of bullying

- May begin to do poorly at school.
- May have unexplained bruises or scratches and may be evasive when questioned about them.

- May begin to bully other children in the family.
- May be unwilling to go to school or to walk to and from school.
- May come home regularly with books or clothes torn or missing.

Homework

Policy in relation to homework will vary from school to school. Parents can be assured that there are many approaches to this and that what applies in one school may not apply in another.

1. Set aside a quiet regular time.
2. The child should be sitting comfortably at a table.
3. Homework time should include time for oral as well as written work. Oral work, particularly in the early stages of schooling, can consolidate that which is learned through the media of both Irish and English.
4. Encourage your child to keep books and copies clean and tidy.
5. If your child is working independently – be available to help and show an interest in what is being done. Praise your child's efforts at every opportunity.
6. No television during homework
7. If working with your child you feel yourself becoming impatient – stop – this will only have a negative effect.
8. If your child is persistently having problems with homework contact the teacher and discuss the difficulties.
9. If, for any reason, homework cannot be done let the teacher know.

Much debate has taken place in recent years on the effects of television on young children. Parents are often concerned about how much viewing time should be allowed. The reality is that most children watch T.V. and in moderation this is not a bad thing. Children can learn a lot and language can be enhanced through television. **Don't allow them to watch unsuitable material.**

Children in senior classes should be aware of what is going on in the world – encourage them to watch and talk about news items. This will add to their general knowledge and command of language. Do not allow children to watch television while doing homework.

Child Protection

Child Protection is very important and treated very seriously in this school.

- If your child is unhygienic for a prolonged period it might be treated as a child protection issue.
- If they arrive late constantly/have no lunch constantly this might be an issue also.
- If your child is watching unsuitable material and we hear about it in school, we would have to treat it seriously.

Communication from School

For general information we usually issue notices to parents through the children. It is important that you check your child's schoolbag regularly for notes. If left unchecked younger children may produce these weeks after they are relevant.

Communication

Text-a-parent is used for short messages to parents.

School Website: www.davidstownps.ie

Facebook & Twitter: @DavidstownPS

The school holds parent-teacher meetings during the year generally during the 1st term. It is important that you attend these to keep in touch with your child's progress. It is also important that your child sees you are interested in his/her progress in school. If your child is experiencing a particular problem it is essential that you communicate this to the teacher.

Family stresses caused by an illness, a new baby, bereavement or a separation may result in the child becoming disruptive or withdrawn in school. Letting the teacher know will allow them to help your child to cope and to make allowance for that distress.

Making an appointment will allow the teacher either to make arrangements for the supervision of the class or to have the class settled with work to do so that the teacher can then give you their full attention.

We hope the contents of this booklet will be of some help to you. We suggest that you retain this information as it may prove useful throughout the year. With every good wish and looking forward to welcoming you to the school.

Policies to be found at www.davidstownps.ie under policies.

- Enrolment form
- Code of Behaviour
- Admission and Participation Policy – (Enrolment)
- Child Protection Policy
- Anti-bullying Policy
- Healthy Lunch Policy

Code of Behaviour and Discipline Policy

Introduction:

The code of behaviour was formulated by the Parents, Staff and Board of Management of Scoil Mhuire, Davidstown. This policy should be read in conjunction with the booklet: Developing a Code of Behaviour: Guidelines for schools, National Educational Welfare Board.

Rationale:

The school has a central role in the children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

The children bring to school a wide variety of behaviour. As a community environment, in school we must work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility.

Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore any rules will be age appropriate, with clear agreed consequences.

Parents can co-operate with the school by encouraging their children to understand the need for school rules. A code of behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

Vision & Ethos:

In line with our mission statement our vision and ethos this school is a catholic school which welcomes all religions and nationalities. Our ethos is a catholic ethos. Our school community promotes a caring, happy and safe environment, which strives to foster a love of lifelong learning. We aim to develop each person's academic, physical, moral, cultural and spiritual potential based on mutual respect, fairness and honesty. We

want our students to emerge as confident, adaptable, responsible and caring citizens.

Our aim is to create a happy, secure environment for all our pupils, within which there is a good sense of order, effective teaching and an agreed approach to behaviour.

We aim to:

- Develop pupil self-esteem by promoting positive behaviour.
- Foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- Foster caring attitudes to one another and to the environment.

General guideline for positive behaviour:

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
3. Pupils are expected to take pride in their appearance, to wear the school uniform & tracksuit, to have all books & equipment and to be in the right place at the right time.
4. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed by parents stating the reason for absence.

Implementation:

Every member of the school community has a role to play in the implementation of the Code of Behaviour and Discipline. Rules will be kept

to a minimum, positive behaviour will be emphasised and the code will be applied in a fair and consistent manner. Due regard will be given to the age of the pupils and to individual needs. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage. Teachers are obliged to follow the codes of professional conduct as outlined by The Teaching Council. All members of staff are obliged to adhere to our Child Protection Policy.

Responsibilities:

Board of Management:

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal & In School Management Team:

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code of Behaviour and Discipline policy, as required.

Teachers:

- Support and implement the school's code of behaviour.
- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.

- Communicate with parents as early as possible when necessary and provide reports on matters of mutual concern.

Pupils:

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.
- Be truthful and honest.

Parents/Guardians:

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually and wear the school uniform/tracksuit.
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.

Encouraging Positive Behaviour:

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

Strategies/rewards for encouraging positive behaviour:

- A quiet word or gesture to show approval.
- A comment on a child's exercise book.
- A visit to another class or principal for commendation.
- Praise in front of class group.
- Individual class merit awards, points awards or award stamps.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parent.
- School assembly may be used to promote good behaviour and give awards.
- Class treat.
- Golden Time.

*List not exhaustive

Examples of Misbehaviour:

Misbehaviour is made up of:

- Minor misdemeanours
- Serious misdemeanours

Minor Misdemeanours

1. Continuous talking
2. Inattention
3. Pushing in the line
4. Spitting
5. Repeated non-completion of homework
6. Refusal to do work
7. Writing and passing notes*
8. Name calling *
9. Disrespect of property and resources*

*can also be a serious misdemeanour, see list.

Serious Misdemeanours

All minor misdemeanours when on a continuous basis.

1. Rough play causing injury
2. Serious fighting
3. Stealing
4. Lying/dishonesty on an on-going basis
5. Disrespect
6. Unprovoked hitting/aggressive behaviour
7. Inappropriate language directed at somebody
8. Racist remarks
9. Biting
10. Uncontrolled behaviour
11. Writing and passing notes (defamatory/lewd)
12. Any other behaviour deemed by the staff, Principal and Board of Management to be a serious misdemeanour.

NB This is not an exhaustive list.

Sanctions:

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 age and needs of the pupil.

Discretion must be used when dealing with pupils who have special needs. Support teachers will review school rules with pupils regularly and work with pupils to ensure that they understand these rules.

Strategies for dealing with misbehaviour:

- Reasoning with pupil.
- Verbal reprimand including advice on how to improve.
- Removal to another class for a short time.
- Prescribing extra work or Behaviour Reflection Form.
- Loss of privileges.
- Detention during break, time out in the shelter
- Communication with parents.
- Referral to Principal.
- Principal communicating with parents.
- Exclusion (Suspension or Expulsion) from school.

*List not exhaustive

Homework:

Pupils who have not completed homework or parts thereof will be asked to complete it the following night. If work is still not completed, teachers will notify parents in Homework Journal.

Anti-bullying Policy:

Bullying is unacceptable and will be dealt with appropriately using our anti-bullying policy.

Out of School Trips/Tours, Swimming, all sports when with the school etc.

It must be noted that when taking children on trips the same standards of behaviour that apply in school also apply when out of school.

- The teacher/supervisor/guide/bus driver must be obeyed at all times.
- When travelling on buses or in cars children must be seated and belted at all times.
- Rules of swimming pools and safety points are to be followed.

Pupils who misbehave frequently may not be allowed to participate in school outings for their own safety and that of other pupils.

Before & after school:

Parents/guardians are reminded regularly that the staff of the school does not accept responsibility for pupils before official supervision time in the morning (9.10am) or after the official closing time (3pm), except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management.

Behaviour on Yard:

A 'Time-out System' applies in the yard. Serious misbehaviour or repeated disobedience at break time is brought to the attention of the supervising/class teacher and/or Principal. Pupils will be asked to stand under teacher supervision for a 'time out' period and detention may be applied in cases of serious/repeated misbehaviour. If a pupil is in shelter detention repeatedly over a term, the Principal will contact the parents/guardians to discuss this. Details of pupil misbehaviour on the yard will be recorded by the yard teacher in the class folder.

On a wet day, pupils will remain in their classrooms and be supervised by patrolling teachers. Infant pupils may sit on their seats or the floor to play while older pupils will be expected to remain in the seats for the break, unless allowed to move by class teacher, and good behaviour is expected at all times.

Recording Misbehaviour:

A record of pupils misbehaving and the steps taken should be kept as this allows the teacher to easily track the behaviour over the course of the year and provides evidence of misbehaviour should it be needed. Teachers should keep relevant notes regarding misbehaviour in the classroom folder.

SCHOOL RULES - Rules should be reviewed regularly by teachers in all classes

Corridor Rules

1. I will always walk quietly, never run.
2. I will let adults pass.
3. I will not push or shove.

Classroom Rules

1. I will be mannerly at all times.
2. I will sit on my chair and do my work.
3. I will listen and I will let others speak.
4. I will always walk and never run.
5. I will help to keep a tidy classroom.
6. I will use the toilet properly and wash my hands.
7. I will be kind and helpful and not hurt other people's feelings.
8. I will wear my school uniform or school tracksuit as required.

Yard Rules

1. I will walk quietly in my line to and from the yard.
2. I will let other join in my games.
3. I will not play rough, physical games e.g. Red Rover, rugby, trains etc.
4. I will not use anything that could injure someone.
5. I will be gentle. I will not push, kick, punch or injure any child or teacher.
6. I will ask the yard teacher for permission to use the toilet.
7. I will do what I am told when I am told.
8. I will not use bad language or call names.
9. I will be fair.
10. I will walk to my line when I hear the bell and I will wait in my line until the teacher calls my class.

11. I understand that I am not allowed in my classroom at break times unsupervised.
12. I will ask permission to retrieve a ball from the ditches/trees.

General Rules

1. Pupils are not allowed to wear makeup of any sort at school or at school events including First Holy Communion and Confirmation.
2. Pupils who travel home by bus must board the bus immediately.
3. Pupils must wear school uniform and parents are asked to respect our school uniform policy.
4. Pupils are not allowed to have mobile phones in school.
5. Jewellery that may be a hazard to other pupils is not allowed.

Steps for Dealing with Repeated & Serious Misbehaviour

Right to fair procedure:

Fair procedures apply in the investigation of alleged misbehaviour that may lead to suspension or expulsion.

Fair procedures have two essential parts:

- The right to be heard
- The right to impartiality

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

The right to impartiality means that where possible the Principal arranges for another member(s) of staff to conduct the investigation and to present a full report on the facts of the case and any other relevant information to the Principal. The Principal can take a view about whether the pupil did engage in the behaviour and the sanction, based on the report.

To ensure an absence of bias, if there is a connection between the Principal or a Board member and the pupil that is accused of the misconduct, the Principal or Board member would absent themselves from the decision.

The Principal must ensure that the investigation is fully and fairly conducted.

The person alleging the misbehaviour or the victim or a witness would not usually conduct the investigation.

The degree of formality required will depend on the gravity of the alleged misbehaviour and the seriousness of the possible sanction. The level of formality required, for example for a suspension of fewer than three days, would be less than that required in the case of a longer suspension or in circumstances that might lead to an expulsion.

In the case of suspension or expulsion, we will follow the steps outlined in Chapters 10-12 of the National Education Welfare Board's Guidelines for Code of Behaviour. Parents will be informed of the procedure and their right to appeal as per the guidelines.

Formal Steps 1-6

When using the following steps, extra time, care and discretion must be used when dealing with pupils who have extra special needs.

- **Steps 1-4: verbal/written warnings**
- **Step 5: Suspension**
- **Step 6: Expulsion**

STEP 1:

Verbal warning.

Teacher may also send a note home if deemed necessary. If behaviour continues move to step 2.

STEP 2:

Verbal warning and sanctions.

Sanctions could be:

- Some extra work
- Homework on Friday
- Student Behaviour Reflection Form to be filled out by pupil. Copy of form at the back of this policy.
- Loss of other privileges

If behaviour continues move to Step 3

STEP 3:

Verbal Warning and moved to a desk on their own or removed to another class for a short period of time.

For a serious breach of school rules pupils can move to stage 3 immediately. At this stage parents of pupils who misbehave repeatedly or misbehave seriously must be contacted by the principal. Parents should be forwarded a copy of Code of Behaviour at this stage. The principal, in doing so, will seek the help, support and assistance of parents.

A behavioural plan may be put in place for a number of weeks to help improve behaviour. Help from support teachers can be sought at this stage also.

Sanctions from step 2 can be used also. If behaviour is recurring move to step 4.

STEP 4:

Parents and pupil will be informed that the pupil is moving to step 4.

Where there are repeated infringements of the rules the school may then support the pupil by implementing the following:

1. A targeted individual behaviour plan will be implemented with all teachers supporting the pupil.
2. A restricted timetable may be used if deemed practicable, DES Inspector to be informed if used.
3. NEPS psychologist will be contacted for support and advice.

Parents must aid school with this behaviour plan. Without their assistance it will be more difficult to change the recurring behaviour. The Board of Management will be updated at the next Board meeting. Sanctions from Step 2 can be used also.

Step 5: Suspension

Step 6: Expulsion

Should an occasion arise that we have to deal with a suspension or Expulsion, procedures are available from the school office and will be provided to parents at the earliest opportunity.

Immediate suspension: In exceptional circumstances, the Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. Fair procedures must still be applied.

Healthy Lunch Policy

Aim:

- The aim of this policy is to ensure pupils eat a healthy, well-balanced lunch.
- By encouraging healthy eating patterns we educate children for later life.
- To promote the personal development and well-being of the pupils.
- To enable the child to appreciate the importance of good nutrition for growing and developing and staying healthy.
- To enable the child to accept some personal responsibility for making wise food choices.

Healthy Lunch Options:

We encourage children to choose from the following foods regularly

- Bread/scones/rolls
- Pitta bread
- Fruit
- Raw vegetables
- Cheese, lean meat, eggs, fish, peanut butter, salad
- Milk
- Water

Daily lunch should consist of a sandwich/roll/pitta, some fruit and a drink. This is an opportunity for parents to start introducing new foods into their children's diets.

Water in class:

Pupils are allowed to take a drink of water during class if they have some. Cold water in sinks in all classes is drinkable. Pupils are not allowed to drink juices during the day on the advice of our dental hygienist. Drinking juices during the day means that teeth are constantly under attack from sugary drinks.

The following items are not allowed in school:

- Crisps, popcorn
- Chocolate
- Sweets, including fruit winders, cereal bars.
- Fizzy drinks including sports drinks.
- Chewing gum
- Nuts, including nutella or bars with nuts

Treat Friday: On a Friday the children may bring a small treat.

This consists of one item: one small bar, one bag of crisps, one small bag of sweets. The treat should be a mini bar size. No fizzy drinks allowed on any day.

Roles and Responsibilities:

Role of Parents Association

- The PA will try and highlight healthy options and I will circulate any healthy eating pamphlets that arrive at the school.
- PA will endeavour to promote healthy eating among the parent body.

Role of Parents:

- Provide a healthy well-balanced lunch for children.
- Encourage healthy eating.
- Inform the school of any child's special dietary needs.
- To implement school policy by not allowing their children to bring to school: chewing gum, crisps, chocolate bars.
- To follow the Healthy Lunch Policy.

Role of Children:

- To eat lunch provided by parents.
- To bring home any uneaten lunch.

- To help make their lunches and remind parents of the Healthy Lunch Policy.
- Not to bring chewing gum, crisps, chocolate bars or sweets to school.

Role of School:

- To promote and encourage healthy eating.
- To monitor the implementation of this policy.
- If instruct pupils who bring chewing gum, crisps, chocolate bars or sweets to school to bring them home with them and eat after school.
- Treats may be given as a reward to pupils at end of term class celebration, not on a regular basis as a reward.

- As part of the Social Personal and Health Education curriculum reasons for healthy eating will be discussed with the children regularly by staff.
- A copy of *The Healthy Food Pyramid* will be on display in every classroom and will be referred to regularly.

Le meas

Ita Connolly