



Code of Behaviour

Introduction

This code was formulated through a process involving principal and staff, Board of Management and parent representatives. A sub-committee representing the three above elements of the school community was formed to devise the code of behaviour.

A draft document based on the N.E.W.B guidelines was purposed by this sub-committee and through a process of consultation, communication and modification, a final document was agreed upon and sanctioned by the Board of Management.

MISSION STATEMENT

This Code of Behaviour will support and promote the Mission Statement of our school, which strives to provide a well-ordered, caring, happy and secure atmosphere for pupils where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed.

Aims:

- ❖ To enable each child to learn in a safe, secure and happy environment.
- ❖ To promote self-esteem and positive relationships.
- ❖ To foster a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- ❖ To facilitate the education and development of every child.
- ❖ To enable teachers to teach without disruption.
- ❖ To put in place measures understood by pupils, teachers and parents that will promote a safe and happy learning school environment.
- ❖ To encourage the involvement of both home and school in the implementation of this policy.

Principles Underlying Code of Behaviour:

- a) In devising the Code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption-free environment.
- b) Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The code offers a framework within which positive techniques of motivation and encouragement are utilised by the teachers.
- c) The school places greater emphasis on rewards than on sanctions, in the belief that this will, in the long run, give the best results.
- d) The school recognises the variety of differences that exist between children and the need to accommodate these differences.
- e) It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of cooperation among staff and between staff, pupils and parents.
- f) The rules are being kept to a minimum and are positively stated in terms of what pupils should do.
- g) All efforts will be made to match curriculum to the abilities aptitudes and interests of each pupil.

Expected Standards of Behaviour of Children

(*This is not, and cannot be, an exhaustive list.)

- ✓ Respect for self and others
- ✓ Respect for others property
- ✓ Respect for other pupils and their learning
- ✓ Kindness and willingness to help others
- ✓ Follow instructions from staff immediately
- ✓ Walk quietly in the school building
- ✓ Show courtesy and good manners at all times
- ✓ To be ready to use respectful ways of resolving difficulties and conflict
- ✓ Ask permission to leave the classroom
- ✓ Do your best in class
- ✓ Take responsibility for your own work and behaviour

Expected Standards of Behaviour of Staff

(*This is not, and cannot be, an exhaustive list.)

- ❖ Treat children, parents and other staff members with respect, courtesy and polite language.
- ❖ Be punctual
- ❖ Co-operate with each other and work as a team
- ❖ Be fair and consistent
- ❖ Be aware of their duty of care to all children, at all times.

Expected Standards of Behaviour of Parents/Guardians

(*This is not, and cannot be, an exhaustive list.)

- Treat all staff and other children with respect, courtesy and polite language.
- Ensure children come to school each day on time.
- Send a written explanation if a child is absent from school for any reason.
(9.20 a.m. – 2.00 Junior Infants & Senior Infants)
(9.20 a.m. 3.00 p.m. First to Sixth Class)
- Inform the class teacher if they wish to collect their child early from school for any reason. (Appointments etc.)
- Ensure children wear full uniform and are clean, neat and tidy.
- Ensure children wear appropriate clothing/footwear for P.E.
- Provide a healthy lunch daily for their children. (See Healthy Eating Policy)
- Label all property and clothing clearly
- Help children with their homework and sign their homework journal daily or weekly.
- Co-operate with school staff and attend meetings when requested.
- Make an appointment, through the secretary, if they wish to meet with a teacher to discuss any concerns or problems they may have.

HOW STAFF, PARENTS AND STUDENTS CAN HELP EACH OTHER TO MEET THE STANDARDS EXPECTED IN THE SCHOOL.

Staff will teach the Code as part of their SPHE lessons.

Some of the school/class rules will be displayed.

Assembly will be used periodically to remind pupils of certain rules and/or standards of behaviour.

School staff will model good behaviour.

Parents will accept the Code; discuss it with their children and model good behaviour at home.

Pupils can encourage each other to adhere to the rules, in the interest of all children.

SCHOOL RULES:

- ❑ Pupils must stay in designated play areas and may leave the yard only with a teacher's permission.
- ❑ Pupils must play safely at all times. Anti-social, dangerous or hurtful behaviour is forbidden. Eg. wrestling, headlocks, jockey backs, bullying, intimidation, teasing, jeering, fighting, spitting, kicking, charging in groups, bad language, exclusion, climbing or swinging on goalposts, playing in or around staff cars, playing on or in the vicinity of the oil tank.
- ❑ Pupils must enter and leave school by using the pedestrian pathway.
- ❑ Pupils must line up in designated area when bell rings for classes to commence or resume.
- ❑ Bullying of any kind will not be tolerated.
- ❑ Swearing and the use of bad language is forbidden.
- ❑ Pupils are not allowed to leave the school grounds between 9.05 a.m. and 3.00 p.m. without permission and the personal attendance of parents/guardians. Children leaving school early must be collected from the classroom or front entrance door.
- ❑ In the interest of safety, children must walk to and from the bus or car with their parents.
- ❑ Pupils to walk inside the school building at all times.
- ❑ Lunch to be eaten in the classroom and must not be brought into the school Yard.
- ❑ Junk food and chewing gum is forbidden. (Healthy Eating Policy)
- ❑ Classrooms are out of bounds at break times except during inclement weather and when a pupil needs to go to the toilet.
- ❑ Mobile phones are not allowed.

Class Rules

At the beginning of the academic year the class teacher will draft class rules with the pupils.
An example will be taken from the Jenny Mosley
Golden Rules:

- 1. We are Gentle**
- 2. We are Kind and Helpful**
- 3. We Listen**
- 4. We are Honest**
- 5. We work Hard**
- 6. We look after Property**

Outdoors:

- 1. We are gentle when we play.**
- 2. We are kind and helpful towards others.**
- 3. We respect everyone's games.**
- 4. We look after the playground.**
- 5. We listen to and keep the playground safety rules.**

Promoting a positive school climate

- ❖ Through the SPHE curriculum we will teach skills the children will need to live up to the school expectations, e.g. co-operating with each other, listening to each other, showing respect, taking turns, using please and thank you etc.
- ❖ Staff has a common understanding of expectations and a common approach to sanctioning. Through daily contact with the children, teachers and staff will promote an atmosphere of mutual respect.

Ways in which teachers promote good behaviour:

- Positive reinforcement of good behaviour
- A greater emphasis placed on rewards and incentives than on sanctions
- A good word or gesture to show approval.
- A comment in a child's copy.
- A visit to another class or Principal for commendation.
- Praise in front of class group.
- Individual class merit awards.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parents.

Ways in which parents/guardians promote good behaviour:

- Try to nurture a positive attitude towards school and all those involved in it.
- Try not to pass on any negative experiences which parents themselves may have had at school.
- Model good behaviour in your relationship with teachers.
- Support the work being done in school in teaching the Code of Behaviour.
- Parents can co-operate with the school by encouraging their children to abide by the school rules and behave in an acceptable manner.

Unacceptable Behaviour

We recognise these levels of unacceptable behaviour.

- Minor
- Serious
- Gross

Example of Minor Misbehaviour

(*This is not, and cannot be, an exhaustive list.)

- ❖ Continuous talking in class/shouting out of turn
- ❖ Fidgeting
- ❖ Pushing in line/not lining up properly/promptly
- ❖ Refusing to do work/deliberate incompleteness of work
- ❖ Littering classroom/yard
- ❖ Disturbing others at work or play
- ❖ Playing in prohibitive areas.
- ❖ Entering classroom/school without permission at break-time.
- ❖ Running in the school
- ❖ Messing in classroom or corridor
- ❖ Throwing items in classroom or school

Examples of Serious Misbehaviour

(*This is not, and cannot be, an exhaustive list.)

- ❑ Persistent instances of minor misbehaviour.
- ❑ Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation.
- ❑ Threatening and intimidating behaviour.
- ❑ Behaviour that interferes with teaching and learning (including insolence and disrespect)
- ❑ Theft (minor)
- ❑ Damage to property
- ❑ Use of mobile phones without permission
- ❑ Accessing internet without permission
- ❑ Using bad language continuously
- ❑ Spitting
- ❑ Racist Remarks
- ❑ Leaving school premises or grounds without permission

Examples of Gross Misbehaviour

(*This is not, and cannot be, an exhaustive list.)

- Assault on a pupil or teacher or member of non teaching staff
- Serious theft
- Serious damage to property

PROMOTION OF GOOD BEHAVIOUR

The aim of this code is to promote good behaviour strategies.

- *Positive everyday interactions between pupils and teachers.*
- *Good school and class routines*
- *Clear rules for pupils*
- *Explore with pupils how people should treat each other.*
- *Recognising and giving positive feedback about behaviour.*
- *Pupils involved in the preparation of class rules.*

PRINCIPLES UNDERLYING SANCTIONS

The use of sanctions will be characterised by certain features.

- ✓ It must be clear why the sanction is being applied.
- ✓ The consequence must relate closely to the behaviour
- ✓ It must be made clear what changes in behaviour are required to avoid future sanctions.
- ✓ Group punishment should be avoided as it breeds resentment.
- ✓ There should be a clear distinction between minor and major offences.
- ✓ It should be the behaviour rather than the person that is the focus.

The Purpose of Sanctions:

The purpose of a sanction is to bring about a change in behaviour by:

- Helping pupils to realise why their behaviour is unacceptable
- Helping them to recognise the effect of their actions and behaviours on others
- Helping pupils (in an age appropriate way) to understand that they have choices about their own behaviour and that all choices have consequences
- Helping them to learn to take responsibility for their behaviour.

Sanctions may also:

- Reinforce the boundaries set out in this code.
- Show disapproval of inappropriate actions/behaviours
- Signal to other pupils and staff that their well being is being protected.

In instances of more serious breaches of the code of behaviour, sanctions are needed to:

- Prevent serious disruption of teaching and learning
- Keep the pupil, other pupils and/or staff safe.

Responding To Inappropriate Behaviour

Inappropriate behaviour does occur at times. If it is persistent it can be disruptive. Serious misbehaviour can affect a pupil's own learning and the learning of other pupils. It can cause distress and anxiety or even pose a threat to the health and safety of pupils and school staff.

The purpose of sanctions and other strategies is to promote positive behaviour and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour with due regard to age and emotional development. The aim of any sanction therefore is to prevent the behaviour occurring again.

Sanctions may include

- *Reasoning with pupil and verbal reprimand including advice on how to improve.*
- *Recording name on the whiteboard under verbal warning heading. Once an initial warning has been ignored, recording the name under written warning if the undesired behaviour continues*

- *If verbal/written warnings have not sufficed, a teacher may ring home or send a note home via Aladdin or in the homework journal.*
- *Recording of misbehaviour under the pupil's profile on Aladdin*
- *Temporary separation from peers within class and /or temporary removal to another class*
- *Prescribing extra work/writing out the story of what happened and how to improve.*
- *Loss of privileges*
- *Withdrawal from activities, if misbehaviour occurs in the school playground*
- *Partial detention during break time and given a task e.g. letter of apology, "thinking about behaviour" sheet – pupils to avail of reduced play time.*
- *Communication with parents via Aladdin App*
- *Referral to Principal*
- *Principal communicating with parents – meeting with parents, class teacher and/or principal by appointment to discuss misbehaviour and draw up behaviour plan.*
- *Formal report to the Board of Management*
- *Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by Circular and Education Act 2000)*

Teachers may put in place alternative measures bearing in mind the principles underlying sanctions. Sanctions will relate as closely as possible to the behaviour. Therefore, a pupil who does not do work in class or complete homework, may be detained at break time to finish the work.

Pupils will not be deprived of engagement in a curricular area, except on the grounds of health and safety.

Suspension - Procedures

- Where there are instances of serious misbehaviour, or repeated instances of minor misbehaviour, every effort will be made to resolve matters in school with pupils concerned. Children will be made aware that such misbehaviour has clear consequences and that failure to comply with school rules and the code of behaviour will not be tolerated. Parents/Guardians will be informed by phone call or in person of the misbehaviour.
- If there is a reoccurrence of the misbehaviour, the parents/guardians will be requested to come to the school to discuss the matter with the Principal. The Deputy Principal may also attend this meeting. The parents will be asked to give an assurance that such misbehaviour will not reoccur. If the unacceptable behaviour

persists or if parents/guardians are uncooperative, the parents/guardians will be notified in writing and asked to attend another meeting at which the Chairperson of the Board of Management will be present along with the Principal and Deputy Principal.

- The parents/guardians will be asked to give an assurance that this misbehaviour will cease and not reoccur. If such an assurance is not forthcoming, the pupil will be suspended for three days. This authority has been delegated by the Board of Management to the Chairman and Principal.
- If there is another re-occurrence or instance of serious misbehaviour, a meeting of the Board of Management will be convened (within 10 days). A further period of suspension of between 3 and 5 days will be referred to the Board of Management for consideration and approval, given the circumstances and the expected outcomes. This step may be repeated as necessary.
- There will be a ceiling of 10 days on any one period of suspension imposed by the Board of Management.

Implementing the Suspension

Written notification

The Principal will notify the parents and the student in writing of the decision to suspend. The letter should confirm:

- The period of the suspension and the dates on which the suspension will begin and end.
- The reasons for the suspension.
- Any study programme to be followed.
- The arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- The provision for an appeal to the Board of Management
- The right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29)(Parents have the right to appeal to the Secretary General of the DES where the total number of days for which the student has been suspended in the current school year reaches 20 days. (Education Act 1998 section 29. Otherwise, they may appeal to the Board of Management)

Suspension – Immediate

The Board of Management of our school has the authority to suspend a pupil. The Principal of St. Dymphna's has been delegated the authority to implement the immediate suspension of a pupil where

- ❖ There is an assault on a pupil or member of staff.
- ❖ The pupil's continued presence in the school at this time constitutes a threat to safety.
- ❖ The pupil is responsible for serious damage to property or serious theft.

The Chairperson of the Board of Management will be immediately informed.

The immediate suspension will be for a maximum period of 3 school days.

The immediate suspension will be carried out following a preliminary investigation. A formal investigation will follow the imposition of the sanction.

With immediate suspension parents will be given the reasons verbally

- Decision to suspend
- The period of the suspension
- Any study programme to be followed
- Arrangements for returning to school, including any commitments to be entered into by the pupil and parents.
- The right to appeal to the Board of Management
- The right to appeal to the Secretary General of the D.E.S.)
(Parents have the right to appeal to the Secretary General of the DES where the total number of days for which the student has been suspended in the current school year reaches 20 days. (Education Act 1998 section 29. Otherwise, they may appeal to the Board of Management)

This will also be done in writing following the formal investigation.

- ❑ If there is a re-occurrence of the behaviour that warranted the immediate suspension in the first place, the principal is authorised by the Board of Management to impose a further period of an immediate 3-day suspension and the Chairperson to be informed immediately.
- ❑ If there is another re-occurrence of the behaviour, which warranted an immediate suspension, a Board of Management meeting will be convened as soon as possible.

The Board of Management following consideration of the circumstances and the likely outcomes may impose a further period of suspension of up to 10 days duration.

- ❑ This process to be repeated if necessary.
- ❑ The provisions relating to the written notification of parents will be carried out on every occasion.

Grounds for removing a suspension

- 1) A suspension may be removed if the Board of Management decides to remove the suspension for any reason.
- 2) If the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998.

Records and Reports

Records of investigation and decision-making

Formal written records should be kept of:

- # the investigation (including notes of all interviews held)
- # the decision-making process
- # the decision and the rationale for the decision
- # the duration of the suspension and any conditions attached to the suspension

Report to the Board Of Management

The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension

Report to NEWB

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

Expulsion

The Board of Management of St. Dymphna's, National School, Tydavnet has the authority under section 24 of Education (Welfare) Act 2000 to expel a pupil. This authority will not be delegated to the Principal but reserved to the Board of Management.

Expulsion

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

Factors to be considered in relation to Expulsion.

- ❑ The nature and seriousness of the behaviour
- ❑ The context of the behaviour
- ❑ The impact of the behaviour
- ❑ Interventions to date
- ❑ Whether expulsion is a proportionate response
- ❑ Possible impact of expulsion

Procedures in respect of Expulsion.

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

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

In investigating an allegation, in line with fair procedures, the Principal will:

- Inform the pupil and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and the pupil every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Parents should be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know. This also ensures that parents are very clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Parents and the student must have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the pupil and their parents is essential. It provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour.

If a pupil and their parents fail to attend a meeting, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school should record the invitation issued to parents and their response.

Step 2: A recommendation to the Board of Management by the Principal

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

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

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

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board should undertake its own review of all documentation and the circumstances of the case. It should ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations.

Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a pupil aged eighteen years or over, put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the Principal and the pupil. Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.

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

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction. Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)). The Board of Management should refer to National Educational Welfare Board reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational

Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007,s4A)

The Board should inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

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

- Make all reasonable efforts to hold individual consultations with the Principal, the parents and the pupil, and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24)

The purpose of the consultations and the meeting is to ensure that arrangements are made for the pupil to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities.

In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future education.

Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)). A Board may consider it appropriate to suspend a pupil during this time. Suspension should only be considered where there is likelihood that the continued presence of the pupil during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6: 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 should formally confirm the decision to expel (this task

might be delegated to the Chairperson and the Principal). Parents should be notified immediately that the expulsion will now proceed. Parents and the pupil should be told about the right to appeal and be supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the pupil.

Procedures for notifying the school about reasons for absence from school

Under the Education Welfare Act 2000 section 23(2)(e) & section 18, Parents must send in a written note explaining why the child was absent, on the day the pupil returns to school following the absence(s). Schools need to know why the pupil was absent as they are required to fill this information in on the National Education Welfare Board's (NEWB) attendance form. If a note is not received, the school must record this as an unexplained absence on the NEWB returns.

Procedures for raising concerns or bringing a complaint about a behaviour matter:

Parents/Guardians should follow the agreed procedures if they have a concern about anything to do with their child. **The first step in the procedure is to make an appointment, through the school secretary, to meet with the class teacher, at a mutually convenient time.**

Review of the code

This Code of Behaviour will be reviewed as is deemed necessary.

Communication and Acceptance of the Code

A copy of the new Code of Behaviour will be sent to all parents of existing pupils during September 2024. Henceforth, a copy of this code will be given to all parents of newly enrolled pupils.

Parents/Guardians will be asked to confirm in writing that the code is acceptable to them and that they will make reasonable efforts to ensure compliance with the code by their child/children.

Sample Copy

I have received the Code of Behaviour. The Code is acceptable to me and I agree to make all reasonable efforts to ensure compliance with the code by my child/children.

Signed: _____ MOTHER

_____ FATHER

Date: _____

Primary Communication Profiling Checklist: Speech, Language and Communication :

St. Dymphna's Ns acknowledges there connection between negatives behaviours and Speech and Language/Communication issues. When determining a student's origin of behaviour being presented, the school will conduct the Primary Communication Profiling Checklist where relevant if not already completed as part of this process. The template for this can be accessed via the school drive.

RATIFICATION

This Code of Behaviour was ratified by the Board of Management of *St. Dymphna's National School* on: 16th June 2026.

Signed

Chairperson: Caroline McNally Date: 16/6/26

Principal: Daniel Murphy Date: 16/6/26