**Cushinstown N.S.**



 **Code of Behaviour Policy**

**Introduction**

The code of behaviour was formulated by the Parents, Staff and Board of Management of Cushinstown N.S. This policy should be read in conjunction with the booklet: Developing a Code of Behaviour: Guidelines for schools, National Educational Welfare Board. This policy was reviewed and ratified on the 19/06/2025.

**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 basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Children need limits set for them in order to feel secure and develop the skills for cooperation. Therefore our expectations will be age appropriate, with clear agreed consequences.

Parents can cooperate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff.

Our 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 safe, relatively disruption free environment.

**Aims**

* To ensure an educational environment that is guided by our vision statement
* To allow the school to function in an orderly manner where children can make progress in all aspects of their development
* To create an atmosphere of respect, tolerance and consideration for others
* To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences
* To ensure the safety and well being of all members of the school community
* To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their cooperation in the application of these procedures
* To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school
* To encourage the involvement of both home and school in the implementation of this policy
* To enable the teachers to teach without disruption
* To nurture a sense of pride in the school buildings,its content and environment and help to maintain it as an attractive learning environment.

**Guidelines for Behaviour in the school**

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

Cushinstown N.S. promotes inclusion of all pupils. We have an ASD class in our school. We recognise that children in this class need to be supported and instructed to reach these expectations for their behaviour. When setting expectations for their behaviour, their individual needs and challenges are taken into consideration. We set their individual targets through their Student Support Plans.

As per section 23 (4) of the Education Welfare Act prior to registering a pupil, the principal teacher shall provide the parents of the child with a copy of the school's code of behaviour and the principal '*may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child*'.

**Whole School approach in promoting positive behaviour**

The school encourages the meaningful involvement of all parties, i.e. parents, staff, BOM and pupils in the promotion of positive behaviour. The success of the policy is dependent on the cooperation of all involved, the common goal being the educational, social and emotional well being of all pupils. Outlined below are the strategies on how this can be achieved by the involvement of all partners.

**Board of Management**

* Provide a comfortable, safe environment.
* Support the Principal and staff in implementing the code.
* Ratify the Code of Behaviour and Discipline policy.

**Principal and ISM Team**

* Promotes a positive climate in the school.
* Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
* Arrange for a review of the Code of Behaviour as required.

**Staff**

* Support and implement the school’s code of behaviour.
* Create a safe working environment for each pupil.
* Recognise and affirm good work.
* Foster self-esteem and help children accommodate differences.
* Prepare school work and correct work done by pupils.
* Recognise and provide for individual talents and differences among pupils.
* Be courteous, consistent and fair.
* Reinforce the rules and expectations in the policy on a regular basis.
* Model the schools standards of behaviour in their dealings with students and adults.
* Involve the pupils in discussing the school and playground rules and in devising classroom rules.
* Ensure the children have a good understanding of what is expected of them and why.
* 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.

Staff of the school who come into contact with children attending the ASD class will become familiar with the behavioural targets of their Support Plans and will liaise with the staff of the ASD class in behavioural management strategies.

**Parents/Guardians**

* That their children attend school on a regular basis and are punctual and are collected punctually (classes start at 9.20am; infants finish at 2pm; 1st - 6th classes finish at 3pm)
* That their children wear the school uniform or school tracksuit everyday.
* Be interested in, support and encourage their children’s work.
* That meetings with class teachers or principal are arranged in advance.
* Be familiar with the code of behaviour and support its implementation.
* Communicate and cooperate with the school in relation to any problems which may affect the child’s progress/behaviour
* Be courteous and respectful when communicating with staff members.
* That they don’t send their child to school if they are unwell as infections are easily passed between children.

Responsibility of pupils outside of school hours and outside of the school gates rests with parents.

**Pupils**

* Listen to their teachers/SNAs and act on instructions/advice
* Show respect for all members of the school community.
* Respect all school property and the property of others.
* Avoid all nasty remarks, swearing and name-calling.
* Include other pupils in games and activities.
* Follow school and class rules.
* Be truthful and honest.
* Model good behaviour throughout the school.
* Do not bring electronic devices/phones to school

**Positive strategies for managing behaviour**

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

Strategies used for encouraging Positive Behaviour (List is not exhaustive)

* A quiet word or gesture of praise
* A comment in the child's diary
* A visit to another class or principal for commendation
* Praise in front of the class
* A small prize
* Stars/stickers
* Pupil of the fortnight
* School assembly used to praise good behaviour/give rewards
* Golden Time
* Homework Pass

**Classroom**

* Class rules are displayed in each classroom and referred to during the year by the teacher as appropriate.
* Teachers employ classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest, engagement and motivation, thereby avoiding negative behaviour.
* There is a clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour
* Teachers frequently remind pupils how they are expected to behave.
* Timetabling is adhered to.
* Pupils are expected to work to the best of their ability
* Pupils are expected to use respectful ways of resolving conflict.

**Yard**

* Each class must play safely and kindly with each other and follow the directions of the supervising teacher/staff.
* The pupils will only use the games/equipment that has been designated for lunchtime use.
* Pupils will remain in their designated areas during break time.
* Pupils must ask permission from the staff member on supervision to leave the yard for any reason including access to the outside toilet.
* On wet days pupils will remain in their classes engaged in assigned activities/games and will be supervised by two teachers, one on each end of the school.
* A yard diary is used and filled in by the supervising staff member in any incidence of inappropriate behaviour.

**Other areas of the school**

* All areas of the school and the contents therein must be treated with respect and care.
* When moving between classes or outdoors, pupils must walk in an orderly fashion under the supervision of their teacher.
* Pupils are expected to adhere strictly to the school rules when representing the school at sports or other events which are not held on the school premises and also on school tours.

Our school rules can be simplified to the acronym **PLAY**

**P**lay safely and kindly in your designated area

**L**isten to the instruction from the supervising adult

**A**sk for permission to leave the yard or classroom

**Y**ou show respect for the property of the school and of others.

All classes will operate a ‘Pupil of the Fortnight’ system where each fortnight a student will be recognised for the positive influence on the school community or excellent application to school life. There will be a different theme chosen each fortnight.

**Examples of Misbehaviours**

Minor Misdemeanours

* Continuous talking out of turn
* Fidgeting
* Inattention during lessons
* Pushing in the line
* Spitting
* Repeated non-completion of work/Refusal to do work
* Writing and passing notes
* Name calling
* Littering

Serious Misdemeanours

* All minor misdemeanours when on a continuous basis
* Rough play causing injury
* Serious fighting
* Stealing
* Lying on a continuous basis
* Disrespect
* Unprovoked hitting/aggressive behaviour
* Inappropriate language directed at somebody
* Racist remarks
* Biting
* Uncontrolled behaviours
* Deliberately spitting in a person's face
* Any other behaviour deemed by the staff, Principal and BOM to be a serious misbehaviour.

Gross Misbehaviours

* Serious damage to school property
* Bringing drugs, alcohol, cigarettes, lighters or matches to school
* Aggressive, insulting, violent or threatening behaviour towards a person.

**Sanctions for dealing with Misbehaviour**

* Reason with the pupil
* Reprimand (including advice on how to improve)
* Timeout in the playground
* Restorative practice.
* Removal from the group within the classroom
* Loss of privileges
* Prescribing extra work e.g. letter of apology, reflection on behaviour
* Detention during break time
* On Report
* Referral to the principal
* Communication with the parents.
* Withdrawal from school tour or excursion
* Suspension
* Expulsion

While sanctions are listed in order of severity, sanctions are applied depending on the severity of the situation and at the discretion of staff members. The purpose of sanctions is to promote positive behaviour and to discourage misbehaviour. To assist pupils in managing inappropriate behaviour, teachers will provide opportunities for reflection by the pupils on how their behaviour can affect others and how to improve.

**Children with Special Needs**

All children are required to comply with the code of Behaviour. However the needs and challenges of children with Special Educational Needs will be taken into account when dealing with disciplinary issues but they cannot be used as an excuse for such behaviour. Specialised behaviour plans may be put in place in consultation with parents and the class teacher and SET teacher. Cognitive development will be taken into account at all times. Professional; advice from psychological reports will also be taken into account.

**Suspension**

Suspension is defined as: requiring the student to absent himself/herself from the school for a specified, limited period of school days. The Board of Management of Cushinstown N.S. has the authority to suspend a student. Normally other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as:

* The students' behaviour has had a seriously detrimental effect on the education of other students.
* The students continued presence in the school at this time constitutes a threat to safety
* The student is responsible for serious damage to property

A single incident of serious misconduct may be grounds for suspension.

While the Board of Management has the authority to suspend, the Board of Management of Cushinstown N.S. has delegated this authority to the principal, for periods of up to three days,if necessary .

**Forms of Suspension**

**Immediate Suspension:**

 In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself/herself or the safety of other pupils or staff or, if the child’s behaviour has had a seriously detrimental effect on the education of other children, or the student has been responsible for serious damage to property full immediate suspension can be enforced by the principal for up to 3 days. A single incident of serious misconduct may be grounds for suspension.

The following procedure will be followed in Cushinstown N.S..

● An investigation of the facts to confirm serious misbehaviour.

● Parents will be informed by phone or in writing about the incident as soon as possible.

● Parents will be given an opportunity to respond and fair procedures will be applied.

**‘Automatic’ suspension**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

* Inform the student and their parents about the complaint

Parents will be informed in writing or by phone depending on the seriousness of the matter

* Give parents and students an opportunity to respond

Parents and students will be given an opportunity to respond before a decision is made and before any sanction is imposed. If a student and their parents fail to attend a meeting, the Principal will write to advise them of the gravity of the matter, the importance of attending a rescheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school will record the invitations made to parents and their response.

**The Period of suspension**

A student will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective.

If a suspension longer than three days is being proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval.

The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it. The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998.

**Appeals**

In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron.

**Section 29 Appeal**

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007. When parents are being formally notified of a suspension, they will be told about their right to appeal to the Secretary General of the Dept of Education under Section 29 of the Education Act 1998.

**Written notification**

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

* the period of the suspension and the dates on which the suspension will begin and end
* the reasons for the suspension
* any study programme to be followed
* 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 and to commit to an individual behaviour plan)
* 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).

**Grounds for removing a suspension**

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

**Re-integrating the student**

The school will plan to help the student to take responsibility for catching up on work missed. Where possible, the school will arrange for a member of staff to provide support to the students during the reintegration process.

**Clean slate**

When suspension is completed, a student will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour, and any sanction imposed, once the sanction has been completed the school should expect the same behaviour of this student as of all other students.

**Records and reports Records of investigation and decision-making**

Formal written records will 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 is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

**Expulsion**

A student is expelled from the school when the Board of Management makes a decision to permanently exclude him/her from the school.

The Board of Management of Cushinstown N.S. has the authority to expel a student.

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

* meeting with parents and the student to try to find ways of helping the student to change their behaviour
* making sure that the student understands the possible consequences of their behaviour, if it should persist
* ensuring that all other possible options have been tried
* seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education, Special Education Support Service).

A proposal to expel a student requires serious grounds such as that:

* the student’s behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
* the student’s continued presence in the school constitutes a real and significant threat to safety
* the student is responsible for serious damage to property. The grounds for expulsion are similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried other interventions, and believe they have exhausted all possibilities for changing the student’s behaviour.

**Expulsion for a first offence**

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

* a serious threat of violence against another student or member of staff
* actual violence or physical assault
* supplying illegal drugs to other students in the school

**Procedures in respect of expulsion**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

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

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

3. Consideration by the Board of Management of 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.

Refer to pgs 83-86 of the nEWB guidelines for schools on developing a code of behaviour for detail on each of these steps.

**Appeals**

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student. When parents are being formally notified of an expulsion, they will be informed of their right to appeal. Parents will be given a copy of Circular 22/02 and related forms.

**Keeping Records**

In line with the school’s policy on record keeping, and data protection legislation, records in relation to pupils’ behaviour will be maintained on the school management system. (Aladdin)

Teachers may keep written records on behaviour in an individual notebook. This is retained by the teacher for referral. Records are written in a factual and impartial manner.

**Success Criteria**

Indicators of success of this policy include:

* Observation of positive behaviour in the school environment
* Practices and procedures listed in this policy being consistently implemented by teachers
* Positive feedback from teachers, parents and pupils.

**Implementation**

This policy will be implemented immediately following ratification by the Board of Management and communication to the Parents Association.

**Ratification and Review**

Review will be ongoing at all staff meetings. ISL meeting reviewed on 19/05/2025. Review and amendment, if necessary, will take place during the Board of Management annual review.

The policy was ratified by the Board of Management on 19/06/2025

Signed : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Chairperson BOM

Signed : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Principal

**INCIDENT REPORT FORM**

Date of Incident: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_ Time of incident: \_\_\_\_\_\_\_\_\_\_

Misdemeanour): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Details of incident: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Staff members present: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other witnesses: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Was incident a health and safety risk: Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

If yes, to whom? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If physical hurt or injury was caused, please describe injury briefly:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Action Taken:

Principal informed Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

Parents informed Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

Parents asked to visit school Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

Teacher/Parents meeting held Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

Principal/ Parents meeting held Yes \_\_\_\_\_\_\_ No \_\_\_\_\_\_

 Further action: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SIGNED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reminder Letter to Parents regarding the school’s Code of Behaviour**

Dear Parent(s) / Guardian(s),

Please talk to your child and remind him /her of the importance of keeping the following rule(s):

 ❑ Behaving in class.

❑ Behaving in the yard.

❑ Not deliberately hurting others.

❑ Listening and paying attention.

❑ Having respect for all members of the school community

❑ Having respect for school property, their own belongings and others.

Teacher’s comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_