



*Presentation Primary School*  
*Glennel*  
*Code of Behaviour*

# Presentation Primary Clonmel

## Code of Behaviour

### **Introductory Statement**

The school code of behaviour was formulated by the students, staff, parents' council and board of management and is in compliance with all legal requirements and with good practice as set out in Developing a Code of Behaviour: Guidelines for Schools, National Education Welfare Board (2008).

### **Relationship to characteristic spirit of the school**

The school code of behaviour is guided by the values espoused by the school and outlined in school mission statement, including:

- Respect for oneself and others
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict
- Forgiveness

The school recognises the vital link between positive self-esteem and positive behaviour. The school code of behaviour sets high expectations for behaviour and cooperative relations so that the school is a safe and happy environment for teaching and learning where everyone has the experience of feeling capable and connected and that their contributions are valued. We believe every child has a right to education in a safe environment without undue disruption. We also recognise the vital role of parents/guardians in supporting the school code of behaviour.

### **Aims**

The aims of the code of behaviour include:

- To create a positive atmosphere of respect and cooperation in the school
- To set clear expectations for behaviour
- To enable pupils to take responsibility for their own behaviour
- To ensure the safety and well-being of all members of the school community
- To promote positive behaviour and self-discipline, recognising individual needs and accommodating differences
- To ensure that the system of rules, rewards, and consequences for misbehaviour are implemented in a fair and consistent manner throughout the school.
- To ensure the school functions in an orderly fashion so as to allow all pupils to make progress in all aspects of their development.

- To maximise the involvement of parents/guardians in the implementation of this policy by expecting and encouraging their children to co-operate with the discipline process.

## **1. Guidelines for behaviour in the school**

The school promotes values of care, mutual respect and co-operation, and an understanding of the interdependency of everybody within the school community. Adults model respectful and cooperative behaviours. Students are involved in agreeing classroom and school rules. Rules in the school are kept to a minimum and always positively stated in terms of what students will do. Students learn that they have a responsibility for the care and safety of others in school.

The overall day-to-day responsibility for discipline within the school rests with the principal. Each class teacher, supported by assistant staff and team teaching colleagues, has responsibility for the maintenance of discipline within the classroom. All school staff share a common responsibility for good order within the school. The three main school rules are:

- *Care for oneself: work well and play safely*
- *Care for others: be friendly, co-operative and respectful*
- *Care for the school environment: keep classroom and school clean and tidy, care for equipment, keep the school and school environs litter free and help with recycling projects.*

*(See Appendix 1 for rules regarding uniform etc.)*

This code of behaviour will be implemented in the context of all school policies including policies on health and safety, record keeping and data protection, anti-bullying, substance use, acceptable use of internet and mobile phone etc.

## **2. Roles and responsibilities**

### *Board of Management*

The board of management has overall responsibility for the ethos of the school and will play an active role in supporting the implementation of the school code of discipline. The board will:

- Support the staff in implementing the code of behaviour
- Regularly review the code to ensure it is fit for purpose
- Deal with serious breaches of behaviour when they arise

### *Pupils*

Pupils will be supported in school and at home to learn how to get along with other children and with adults. They will learn the skills of listening, sharing and managing differences. Pupils will be supported to take responsibility for their own learning and behaviour and to participate in school activities to their fullest potential. Pupils with additional needs will be supported through differentiated support plans in consultation with parents.

Pupils are expected to:

- Attend school regularly and punctually.
- Wear a neat school uniform.
- Work to the best of their ability.

- Respect the right of other pupils to learn.
- Show respect for all members of the school community.
- Respect school property, the property of others and their own belongings.
- Keep the school environment clean and tidy.
- Have the correct books and materials in school.
- Follow class rules.
- Move quietly and carefully around the school.
- Line up in an orderly manner, in the mornings and before and after breaks.
- Do their homework to the best of their ability

### *Parents/Guardians*

Parents/guardians are required to:

- Sign the school code of behaviour on their child's enrolment
- Have high expectations of their child's behaviour and co-operate with the school systems of rewards and sanctions.
- Ensure that their child attends school regularly and punctually
- Ensure their child wears an appropriate uniform
- Provide their child with a healthy lunch and the necessary books/materials.
- Encourage their child to do their best in school
- Support their child with homework.
- Explain all absences to the school (note/phone call/Aladdin Connect app)
- Co-operate with arrival and dismissal protocols
- Make contact with the class teacher (in the first instance) if they have any concerns

Routine contact between home and school will be maintained by writing comment or notes in a child's school journal or homework notebook, in notes/emails between a parent/guardian and teacher, and in student-parent-teacher meetings. Staff or parent/guardian will make contact at the earliest signs of a concern about behaviour or learning. A parent/guardian is welcome to have a phone conversation with a teacher or may phone to make an appointment for a meeting when concerns first arise. A parent/guardian will be informed if misbehaviour is persistent, if a behaviour escalates or if a behaviour is serious.

### *Staff*

School staff will have high expectation of student behaviour. Issues relating to appropriate behaviours will be explicitly taught on a regular basis in all age groups and will be explored through discussion, in Circle Time, through role-play and drama, particularly in Religion and in Social, Personal and Health Education (SPHE). The school anti-bullying policy will be taught as part of the Stay Safe programme and anti-bullying/friendship weeks, focusing on prevention of bullying behaviours, will be held each term (See Anti- Bullying Policy).

Staff are expected to:

- Treat all members of the school community with respect
- Maintain their duty of care towards pupils
- Encourage and recognise positive behaviour
- Deal with misbehaviour appropriately and respectfully
- Implement the strategies for managing behaviour as described in this policy
- Provide for individual differences and differentiate the curriculum accordingly
- Develop appropriate behaviour support plan for pupils with additional needs

## **Levels of Misbehaviour**

We recognise 2 levels of misbehaviour: Minor and Serious

*Minor misbehaviour:* Behaviour which causes disruption to class teaching or disruption to play on the playground or interferes with the smooth running of the school in general

Such behaviours could include but not limited to the following:

- Not keeping the rules of classroom as agreed at the beginning of the year
- Not respecting other pupils' property
- Not keeping the playground rules
- Not keeping the rules for movement around the building (corridors etc.)

*Serious misbehaviour:*

- Repeated minor misbehaviour which has not stopped despite usual intervention.
- Behaviour which is unsafe or which may cause harm to the pupils him/herself or another member of the school community
- Behaviour which may cause damage to school property.
- Behaviour which causes ongoing disruption of teaching time.
- Behaviours that are hurtful to another person's feelings (including personal comments, exclusion, bullying, discrimination, victimisation)
- Threats and physical hurt to another person
- Comments/pictures posted online that may cause offense to any member of the school community
- Behaviours which are not in line with other school policies e.g. Mobile Phone policy, Anti-bullying policy etc.

## **3. Strategies for managing/preventing misbehaviour**

A range of positive strategies will be used throughout the school to promote good behaviour and to prevent misbehaviour.

### *Classroom*

At the beginning of the school year, each class will have *Circle Time* to discuss appropriate behaviour, to agree class rules and to agree consequences for inappropriate behaviours. These decisions will be displayed each classroom. Regular *Circle Time* sessions will be scheduled for on-going discussion about appropriate behaviour and for problem-solving discussions during the year. Students will also be involved in drawing up playground rules, procedures for fieldtrips/outings etc.

Students will routinely be included in student-parent-teacher meetings, unless in circumstances where there is need for adult-only discussion. School staff will listen to the views of students regarding their experience of school. Students will be involved in decision-making through student committees and councils.

School staff will use a wide range of classroom management strategies. Class routines will be explicitly taught at each class level and staff will be consistent in their implementation of rules and boundaries. There will be a whole-school approach to curriculum planning for effective teaching and learning. Teachers will vary their teaching methods to sustain interest and motivation in learning, using a team teaching approach to provide differentiated, activity-based and co-operative learning opportunities for students. The behavioural needs of students will be taken into account when organising timetables.

Other positive strategies which will be used include:

- Target setting (individual/group/whole class)
- Whole class rewards/treats: E.G. Golden time, Extra chosen activities
- Positive time out
- Emphasising/noticing positive behaviour
- Use of proximal praise
- Home-school communication book
- Restating expected behaviours
- Increasing students' awareness of their own behaviour using tick charts, diminishing quota etc.
- Set up Behaviour Support Plan or School Support/Plus Plan
- Promotion of positive behaviours at Assembly (Rang 2 – Rang 6)
- Individual reward systems e.g. sticker charts with reward of choice within limits
- Good news visits
- “Connect before you correct” approach

#### *Other areas of the school*

For reasons of safety, students will move quietly when on school stairs. They will walk on the left hand side of the staircase, holding the banister. When classes are moving around the school, they will move in single file, under supervision.

#### *Playground and general school environs*

The school playgrounds are supervised by school staff from 8.50 a.m. each morning and at break times. The teacher with responsibility for PE and the student committee co-ordinate playground fun activities for the students.

Class teachers set up tabletop activities for wet days and students are supervised in their classrooms (see Supervision Policy, Playground Guidelines and Wet Day plan attached). Senior students are trained as Cúntóirí to assist staff with supervision.

The supervising teacher, (break times), will report any behaviour concerns to the class teacher. Incidents of particular concern e.g. persistent or escalating misbehaviour or incidents of a serious nature will be recorded in the behaviour incident book kept in the office.

#### *School-related activities*

The same high standards of behaviour and respect for rules will be expected of students in any situation where students are still the responsibility of the school. The school will be involved in any interagency programmes available in the wider community to support self-esteem and positive behaviour. Behaviour will be subject to the school code of behaviour during all school-related events, include after-school activities, sporting events, fieldtrips, school tours and outings.

#### 4. Rewards and sanctions

##### *Acknowledging positive behaviour*

Positive affirmation is used for encouraging co-operative behaviour, progress and effort. Rewards for progress and effort will include complementing the student/s, Golden Time in class, good news notes/phone call to parent/guardian, good news visit to neighbouring classes/principal, homework pass, 'Stickers', 'Realt na Seachtaine' awards and the award of certificates at school assembly. While extrinsic rewards are useful, the school aims to support students to develop the life-long values, attitudes and skills to behave appropriately, less for any extrinsic recognition or reward, but because it is the right and moral way to live.

##### *Setting consequences for misbehaviour*

At the beginning of each school year in *Circle Time*, staff and students will agree in advance the consequences of possible misbehaviours. Consequences will always be:

- reasonable
- related
- respectful of all involved - agreed in advance and respectfully administered.

##### *Staged-approach for responding to incidents of inappropriate behaviour:*

Staff will use a staged-approach when intervening at the time of misbehaviour. The focus will be on supporting students to choose positive behaviours.

- Problem-solving discussion between student and teacher or whole class when necessary
- Whole class or group lesson on relevant incident/behaviour
- Time-out in the classroom (thinking chair/work station)
- Time-out in age-equivalent classroom or agreed classroom for agreed time period
- Discussion with parent/guardian
- Discussion with principal/deputy principal
- Apologies to other persons involved
- Withdrawal of privileges - of an activity, of using school resources or equipment, of access to areas of school e.g. playground (directly related to the misbehaviour involved)
- Repair/replacement of property, equipment etc.
- Doing useful task in the school.
- In-school suspension (suspension to another classroom)
- Signing a behaviour contract with stated consequences for further similar misbehaviour

##### *Discussion with the student/s who is behaving inappropriately*

School staff will use a two-pronged approach to support a student/s who misbehaves:

1. Immediate intervention at the time of misbehaviour – using consequences previously agreed in *Circle Time*
2. On-going esteem-building programme

Discussion with students in 1-1 and small group situations will take into account the school policy on personal safety for students and staff members.

- A teacher or assistant may have a quiet word in class with a student, if appropriate, as a reminder about cooperative behaviour

- A teacher may have a further conversation out of class about behaviour with a student. The teacher may include another teacher or assistant in this conversation.
- The teacher will discuss escalating or serious misbehaviour (including bullying) with the principal and parent/guardian.

An open and positive approach will be used, and the dignity and feelings of all involved will be respected in all conversations. Teachers will ensure appropriate privacy for the conversation. When a problem-solving meeting is held between the student, teacher and parent/guardian, it will be action-oriented and targets will be agreed to address behavioural concerns, including an esteem-building plan. The student, parent/guardian and teacher will sign and date any written behavioural contracts agreed in school. A review date (phone contact or meeting) to monitor how the plan is working will be agreed at the meeting

#### *Managing persistent, escalating, aggressive or violent misbehaviour*

The school recognises that some children will require special consideration in relation to their emotional and behavioural needs. In the event of threatening behaviour, the safety of the student herself/himself and that of the other people involved is of paramount importance. If the safety of the student or other students is at risk, the student will have time-out in a supervised area apart from other students. This will be arranged in consultation with the principal and a parent/guardian will be informed and consulted in such situations.

Staff will work closely with the student and parent/guardian to set goals for future behaviour. A written behavioural contract and an esteem-building support programme will be drawn up and signed by the student, parent/guardian and teacher. A date will be agreed for review. Staff involved in supervision will be made aware of particular needs of the child through a *Child in Focus* discussion at a staff meeting. In consultation with parents/guardians, the assistance of support agencies will be sought (e.g. National Educational Psychological Services, HSE Community Services, Child and Adolescent Mental Health Services, National Council for Special Education).

#### *Children with special needs*

Staff will support students with special needs to understand and adhere to the behaviour standards and expectations of the school. Approaches used will include: regular support meetings with parents and pupil, individualised timetable, buddy support from another student, adult mentor, scheduled break from the classroom, individual work zone/calming zone, assign particular responsibilities, social stories, esteem-building programmes and consultation with support agencies or a reduced school timetable if necessary (within the guidelines: Ref Circular 0047/2021). A specific Behaviour Support Plan will be developed and reviewed regularly.

## **5. Suspension and Expulsion**

**Definition of Suspension:** *Requiring a student to absent him/herself from the school for a specified, limited period of school days.*

The school will make every reasonable effort to support a student and to avoid suspending or expelling a student from the school. It is only in very exceptional circumstances that the suspension will be considered for a student.

#### *Authority to suspend:*

The Board of Management of Presentation Primary School has formally and in writing delegated the authority to impose a suspension to the Principal Teacher. A Suspension may be for a period



of one to three school days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 10 school days (as per NEWB Guidelines 2008). In exceptional circumstances a rolling suspension may be imposed if the pupil re-engages in misbehaviour as described below.

The Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose a suspension in the following circumstances:

- When all previous interventions have been unsuccessful
- When behaviour is a serious risk to the safety of the student him/herself or others
- When behaviour is persistently disruptive to learning
- When a pupil has not complied with Anti-bullying Policy of the school

Suspension gives a student reasonable time to reflect on their behaviour. In line with the NEWB Guidelines (2008), the school will follow fair procedures when considering a suspension.

- The student and parent/guardian will be informed of the issue and how it will be investigated
- As part of the investigation, a meeting with both parent/guardian and student will take place to allow them to give their side of the story
- If the student and their parent/guardian fail to attend the meeting, the principal will write to the parent/guardian advising them of the seriousness of the situation
- Following this, if the student and their parent/guardian do not attend, the principal in consultation with the chairperson will make a decision in response to the presenting behaviour
- Except in exceptional circumstances, a student will not be suspended for more than three days. If a longer period of suspension is being considered, the matter will be referred to the board of management. The board of management will normally place a ceiling of ten days on any one period of suspension imposed.

#### *Procedures in relation to immediate suspension*

Where an immediate suspension is considered by the principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation will be undertaken to establish the case for the suspension. A parent/guardian will be notified and arrangements made with them for the student to be collected from school. The formal investigation will immediately follow the imposition of the suspension. Parents/Guardians will be invited to a meeting with the principal and the student to discuss the behaviour in question.

#### *Implementing the suspension*

The principal will notify the student and the parent/guardian in writing of the decision to suspend a student. This notification will:

- Confirm dates of suspension
- Outline the reasons for the suspension
- Outline a study programme to be followed
- Outline the commitments to be entered into by the student and the parent/guardian prior to child returning to school
- Inform the parent of their right to appeal.

### *Reintegration of student*

A plan to reintegrate the student will be agreed with student and parent/guardian. This plan will address the emotional needs of all those involved and will support the student to catch up on work missed during the period of suspension. It may also involve providing a buddy/mentor and esteem-building programme for the student. The student will be given an opportunity for a fresh start.

### **Expulsion**

***Definition of Expulsion:*** ‘A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.’

A student will be expelled from the school only when the school has exhausted all possibilities for supporting a student. In this circumstance the school will take ‘such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.’ (Education Act Section 24(5)).

Every reasonable effort will be made to avoid the expulsion of a student. The school will meet with the student and parent/guardian to find ways of helping the student to change their behaviour. The school will seek the help of relevant external support agencies. The school will make sure that the student understands the possible consequences of their misbehaviour, should it persist.

### *Authority to Expel*

The Board of Management reserves the right to expel a student

### *Automatic expulsion*

Following due process and consultation between the student, parent/guardian, principal and staff, a student could be expelled from school for the following behaviours:

- 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.

### *Expulsion for a first offence*

There may be exceptional circumstances when the board of management form the opinion that a student should be expelled for a first offence. Such behaviours include:

- A serious threat of violence against another student or member of staff
- Actual violence or physical assault against another student/staff
- Using or Supplying illegal drugs to other students in the school
- Inappropriate sexual conduct either in person or online

### *Determining the appropriateness of expelling a student*

Given the seriousness of expulsion as a sanction, the board of management will always follow fair procedures and will undertake a very full review of a range of factors in deciding whether to expel a student. A student will not usually be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an Educational Welfare Officer (Education Welfare Act, 2000, (Section 24(4)).

### *Procedures in Respect of Expulsion*

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

➤ **A detailed investigation will be carried out under the direction of the principal**

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

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

➤ **Recommendation to the Board of Management**

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.

In this event the Principal will:

- inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
- ensure that parent(s)/guardians have records of: the allegations against the student; the investigation and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

➤ **Consideration by the Board of Management of the principal's Recommendations and the Holding of a Hearing**

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

The parent(s)/guardian(s) will be notified of the following in writing:

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

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

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

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

➤ **Board of Management Deliberations and Actions following the Hearing**

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

- Notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- Wait 20 school days from the date on which the Educational Welfare Officer receives this written notification
- notify the parent(s)/guardian(s) of their decision in writing and inform them that the Educational Welfare Officer has been contacted.
- Will be represented at the consultation to be organized by the Educational Welfare Officer.
- Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

➤ **Confirmation of the Decision to Expel**

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal (see Appeals below)

The Board of Management of Presentation Primary School, acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

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

*Appeals*

*Appeals*

Under Section 29 of the Education Act, 1998, a parent is entitled to appeal to the Secretary General of the Department of Education and Skills (DES) against some decisions of the board of management, including:

(1) permanent exclusion from a school

(2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

The principal will inform a parent/guardian of their right to appeal, as above. The principal will give the parent/guardian details of the procedure and the related forms (see Appendix 2). Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent/guardian or student. The principal and chairperson of the board will prepare a response if and when an appeal is being investigated by the DES.

## 6. Keeping records

In line with the school policy on record keeping and data protection, records on student behaviour are kept as follows:

### *Teacher records*

Teachers will routinely record their observations in relation to a child's behaviour, both positive and negative. These observations are reported to a parent/guardian as required through student-parent-teacher meetings and in the end of year report. In the event of behaviours that are persistent, escalating or pose a risk to the safety to the child/other children/adults or property, the teacher will keep a record describing in objective terms the nature, frequency, intensity and persistence of the behaviour so that changes over time, or in different contexts, will inform how the school can respond and support the student. These records are kept in the class file which stored securely by the teacher or on Aladdin in the student's individual file.

### *Special Needs Assistant records*

Under the supervision of the class teacher, special needs assistants record their observations of the student/s in their care. These records are recorded in a factual and objective manner and are kept securely by the assistant. They are given to the school principal at the end of the school year and are stored securely in the principal's office.

### *School records*

Recorded incidents that are persistent, escalating or pose a risk to the safety to the child/other children/adults or property are shared with the school principal so that any behaviour that is a cause for concern can be monitored and tracked. These records will be kept securely in the Behaviour Reports file in the principal's office. Documentation relating to appeals under Section 29 and all other documentation relating to behaviour will also be kept securely in the principal's office.

## 7. Procedures for notification of student absences from school

Under the Education Welfare Act (2000) a school must notify the National Education Welfare Board if a child has been absent **more than 20 school days in any school year**. If a student is absent from school for any day or part of a day, a parent/guardian is required to inform the school of the reason for that absence (Education Welfare Act, 2000, Section 23 (2)(e)). Forms are supplied to parents/guardians at the beginning of each school year and they are also available in the students' homework journals. A parent/guardian must either send a form into school, phone/email the school office or enter an explanation on the Aladdin School App to explain a student's absence. These notes will be kept on file to be available to the deputy principal who has responsibility for reporting school absences to National Education Welfare Board (see also Attendance Policy).

## 8. Success criteria

The views of students, parents/guardians and staff on the effectiveness of this code of behaviour will always be welcome and noted. Indicators of the success of this code of behaviour will include:

- Observation of positive behaviour in class rooms, playground and school environs
- Practices and procedures in this policy are being consistently implemented
- Positive feedback from students, parents/guardians, staff, board of management and support agencies.

### **9. Ratification and communication**

The school code of behaviour was reviewed and ratified by the board of management in March 2024. This revised code of behaviour will be given to all parents/guardians who apply to enrol their child/children in the school. It will be available on the school website or from the school office.

Signed: *Róisín Hennessy* (Chairperson)

Date: 21/03/2024

### **10. Review**

This code will be reviewed every two years or as the need arises in the interim.