

Code of Behaviour: St. Nicholas' Monastery NS 16469S



Introductory Statement

This Code of Behaviour has been reviewed and amended by the Staff, Board of Management and parents of St. Nicholas' Monastery National School in February 2024.

Rationale

- The Board of Management of St. Nicholas' Monastery decided to review the Behaviour Policy to ensure that it is in compliance with legal requirements and good practice as set out in Developing a Code of Behaviour: Guidelines for Schools, TUSLA, 2008. The new Anti bullying Guidelines also influences our school's Code of Behaviour.
- It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the code of behaviour shall specify.
 - A. The standards of behaviour that shall be observed by each student attending the school;
 - B. The measures that shall be taken when a student fails or refuses to observe those standards;
 - C. The procedures to be followed before a student may be suspended or expelled from the school concerned;
 - D. The grounds for removing a suspension imposed in relation to a student; and
 - E. The procedures to be followed in relation to a child's absence from school.

Mission Statement

Our school ethos reflects a safe and secure environment where children learn to be self confident and have a positive self-esteem. It aims to develop a sense of personal responsibility and help the children to understand their own personal humanity. It enables our pupils to develop and enhance the social skills of communication, co-operation and conflict resolution necessary for creating and maintaining supportive relationships both now and in the future. An understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health are essential parts of our philosophy. A child's sense of safety and an ability to protect themselves from danger and abuse is of paramount importance. We strive to enable the children to respect the environment and to develop a sense of responsibility for its long-term care. An appreciation of and respect for the

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diversity that exists in society and the positive contributions of various cultures, religious and social groups are essential ingredients of our thinking.

Relationship to Characteristic Ethos

St. Nicholas' Monastery seeks to enable each child to develop his potential in a caring environment where the talents of each child are nurtured and valued. The school climate and atmosphere are created by the actions and behaviour of everyone in the school. The behaviour of adults in a child's life, including parents and teachers, is a significant influence on how a child acts. The code will be most effective where there is a high level of openness and co-operation between staff, parents and pupils. A clear understanding among all the partners of the standards of behaviour required and the procedures to be adopted where there are breaches of the code also helps ensure a harmonious environment where all can work effectively.

Aims

In devising this code, consideration has been given to the particular needs and circumstances of this school. The aim is to create an ordered and orderly environment in which pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development. This code of behaviour describes the school's expectations about how each member of the school community will help to make the school a good place for teaching and learning. Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school and the over-riding aims will be —

- To ensure an educational environment that is guided by our vision statement;
- To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences;
- To create an atmosphere of respect, tolerance and consideration of others;
- To enhance the learning environment and allow the school to function in an orderly way where children can make progress in all aspects of their development;
- To ensure the safety and well being of all members of the school community;
- To enable teachers to teach without disruption
- To assist the parents and children in understanding the systems and procedures that form part of the Code and to seek their co-operation 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.

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Guidelines for Behaviour in the School

Our Golden Rule - treat all others, as they would expect to be treated themselves — with good manners, kindness and respect.

All members of staff should be addressed in an appropriate way.

Rudeness, aggression and threats to staff or other students will be regarded as a serious breach of discipline.

Pupils, Teachers and Parents should show consideration, tolerance and respect for all members of our school community including those whom they see as different to themselves.

A student is expected to behave with courtesy and respect at all times, particularly while in school uniform, inside or outside of school.

St Nicholas' Monastery NS will not tolerate bullying, and instances of bullying will be dealt with in accordance with the school's anti-bullying policy.

Outside the Classroom

- All age groups have a designated play area on the playground and should remain in that yard.
- Children should never leave the school grounds.
- Students must behave in a responsible, polite and appropriate manner.
- Running in the corridors or passageways, or on the stairs, is strictly forbidden.
- Students must not eat or drink on the corridors and should take their lunch when seated
- Pushing, jostling or loud and unruly behaviour will not be tolerated.
- Any behaviour of a student wearing St Nicholas' Monastery NS uniform outside of school hours or outside the school premises, which negatively affects the reputation of the school, will be investigated and sanctions imposed.

Mobile Phones and Other Electronic Devices

The safety of our children on the web is of utmost importance so the following rules apply to the school and parents. The internet is open to potential dangers when used inappropriately.

The use of mobile phones in school is strictly forbidden.

In the event of a child requiring the use of a mobile for after school, the parent/guardian must send in a note to the class teacher, who will store the mobile during the school day in a safe place. If students choose to bring a mobile phone or electronic device to school, the school authorities cannot accept any responsibility whatsoever if the phone or electronic device is lost or misappropriated.

In acknowledgement of the right to privacy of both staff and students, the use of the camera function on camera phones or any electronic device without the prior permission of a member of staff will be deemed a serious breach of the Code of Behaviour for which the sanction is suspension.

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Please note that having a mobile phone or electronic device switched on during the school day without the prior permission of a member of staff, will be deemed as a serious breach of the Code of Behaviour and appropriate sanctions will be enforced.

Special Education needs (SEN)

All children are required to comply with the spirit of the Code of Behaviour. Saint Nicholas' Monastery N.S., recognizes that some children with SEN may need extra time and help in understanding some rules. Specialised Behaviour plans may be necessary at times. Behaviour plans will be put in place in consultation with the class teacher, parent/guardian, SET team and school principal. All will work together to make sure the child receives all the support they need. Any professional advice from professional Psychologists reports will also be taken into consideration.

The school recognises the variety of differences that exist between children and the need to tolerate these differences. It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, parents and pupils. Every effort will be made to ensure that the code of behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and children become familiar with the consequences of behaviour beyond these limits.

Roles and responsibilities

Pupils' responsibilities

The school expects the highest standard of behaviour from its pupils including the following:

- Each pupil is expected to be well behaved and show consideration for 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 best both in school and for homework.

Board of Management responsibilities

- Provide a comfortable, safe environment for pupils and staff
- Support the Principal and staff in implementing the code and helping the whole school community live the values of Respect, Kindness, Creative Learning, Happiness, Friendship and Faith
- Ratify the Code
- Ensure the Code is communicated to the whole school community
- Annual review of the Code of Behaviour Policy

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Principal's Responsibilities

The Principal is expected to:

- Promote a positive climate in the school and ensure all members of the school community strive to live by the school's core values of Respect, Kindness, Creative Learning, Happiness, Friendship and Faith
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner on behalf of the BOM
- Arrange for review of the Code, as outlined in the timetable for review.

Teachers' Responsibilities

Teachers are expected to:

- Teach the code by explicitly looking at the code of behaviour with the pupils in a child appropriate manner
- At the beginning of the year and throughout the year clearly outline the expectations of our core school values Respect, Kindness, Creative Learning, Happiness, Friendship and Faith
- Support and implement the school's code of behaviour having regard to decisions made on a whole school basis
- Be cognisant of their duty of care
- Create a safe and welcoming working environment for each pupil
- Develop and nurture each pupil's sense of self-esteem and build the self-confidence of each pupil
- Facilitate pupils to reach their full academic potential
- Listen, at appropriate times, to pupils' explanations for behaviour
- Recognise and affirm good work
- Prepare school work and correct work done by pupils
- Recognise and provide for individual talents and differences among pupils
- Be courteous, consistent and fair
- Keep opportunities for disruptive behaviour to a minimum

Parents/Guardians' Responsibilities

Parents/guardians are expected to:

- Encourage children to have a sense of respect for themselves and for their own and other people's property
- Promote a positive climate in the school and ensure they too as members of the school community strive to live by the school's core values of Respect, Kindness, Creative Learning, Happiness, Friendship and Faith
- Ensure that children attend regularly and punctually
- Be interested in, support and encourage their children's school work
- Be familiar with the code of behaviour and support its implementation
- Be familiar with all school policies and procedures available on the school website and support their implementation

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- Cooperate with teachers in instances where their child's behaviour is causing difficulties for others
- Communicate to the school the reasons for children's absences
- Communicate with the school in relation to any problems which may affect child's progress/behaviour using the appropriate methods as set out in our Communication Policy
- Understand the school has a duty of care to all it's pupils and staff members.

Rewards/Positive Reinforcers

Strategies for positive reinforcement of good behaviour will be used by teachers and support staff. Praise/Encouragement may be given by means of any one of the following:

Rewards/Positive Reinforcers	
A quiet word or gesture to show approval	A visit to another class, staff member or to the Principal for commendation
A word of praise in front of a group or the class	A reward system - pupil of the week, star/reward charts, stickers, Dojo Points, homework passes, weekly lottery/raffle, lucky dip, group competition, Golden time, class treat or party
Success Cards/Special Recognition	Positive reinforcement of desired behaviours
A comment in a child's exercise book	Special mention at assembly
Delegating some special responsibility or privilege, extra responsibilities in class and in the school(Nomination for various school committees)	A mention to parents - either written or verbal communication • Phone call or postcard home.
Homework pass	Extra free time at lunch

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Sanctions

Disapproval

The purpose of sanctions and other strategies is to promote positive behaviour and to discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to the age and emotional development of the child and teacher judgement of each individual situation.

Phase 1 Sanctions	
1. Verbal reprimand (including advice on how to improve)	2. Reasoning with pupils including advising them about the consequences of their actions
3. Time out to an area within the classroom	4. Temporary removal from peers/group (within the class or on the yard)
5. Reflection sheet to complete in school or for homework (TEMPLATE)	6. Reflection sheet to be signed by parent/Note in diary from class teacher to be signed by parent
Phase 2 Sanctions	
1. Supervision during lunch break in designated area	2. Time out in another class
3. Verbal communication with parents/guardians	4. Prescribing extra work
5. Withdrawal of privileges, responsibilities or extra duties	6. Recording instances of repeated misbehaviour on School Administrative System
7. Referral to the Principal	

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Phase 3 Sanctions	
1 Formal written communication with parents/guardians	2 Formal meeting with parents/guardians
3. Referral to the Principal and the Chairperson or other members of the Board of Management	4 Suspension
5. Expulsion	

Initially instances of misbehaviour will be dealt with by the class teacher. This will include children being advised about their behaviour and about how to improve. Discussion about behaviour and its consequences will form part of SPHE lessons at all class levels.

Teachers will actively promote good behaviour and aim to "catch pupils being good" Repeated promoters of good behaviour should be given positive feedback, thus promoting better behaviour.

However, where these strategies have failed and where misbehaviour is more serious or persistent it will be necessary to involve others including the Principal, Parents/Guardians and the Board of Management. The Principal and staff may also seek assistance from NEPS, SESS, HSE or other agencies.

Teachers may need to check bags/belongings of a pupil if there is a suspicion or evidence that there is an item connected to misbehaviour.

Classification of Misbehaviours

Misbehaviour falls into one of three categories — minor, serious or gross. Teachers and/or the Principal will make judgments based on a common sense approach having regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour as follows:

Minor misbehaviours

- Interrupting work in the classroom
- Rough play on the playground
- Not wearing full school uniform
- Wearing jewellery
- Unfinished homework

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Serious misbehaviours

- Behaviour that is hurtful including threats, bullying, harassment, discrimination and victimization
- Using violent or aggressive behaviours towards others •
- Verbal abuse towards a teacher/SNA
- Behaviour that interferes with learning on a daily basis
- Damage to school property
- Theft
- Using a mobile phone at school/taking photographs

Gross misbehaviours

Parents/Guardians will be informed immediately by the Principal if there is one incident of gross misbehaviour

- Physical abuse of a teacher/adult
- Serious aggressive, threatening misbehaviour towards a teacher/adult
- Bringing dangerous implements to school
- Leaving school without permission
- Serious damage to property e.g broken window
- Carrying drugs, alcohol, cigarettes, dangerous substances
- Mithing school

The nature and context of the behaviour and the age of the child will determine the nature of the strategies employed. The following stages will be used to show disapproval of inappropriate behaviour:

- Reasoning with pupils including advising them about the consequences of their actions
- Verbal or visual reprimand (including advice on how to improve)
- Time out (age appropriate including advising child about reflecting on their behaviour)
- Apology letter for offence committed
- Uncompleted work to be sent home for completion
- Referral to another teacher/classroom (maximum stay one hour)
- Note in journal from class teacher to be signed by parent
- Withdrawal of privileges

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- Referral to Principal
- Formal meeting with parents/guardians
- Referral to the Principal and the Chairperson or other member of the Board of Management
- Suspension
- Expulsions

Sanctions for Minor Misbehaviour

- Teachers will follow Phase 1 sanctions when dealing with Minor Misbehaviour.

Regular occurrences of Minor Misbehaviour will warrant following Phase 2 sanctions and possibly phase 3 sanctions if misbehaviour is persistent.

Sanctions for Serious Misbehaviour

All incidents of bullying will be dealt with as outlined in the school's Anti-bullying policy.
(See separate policy)

Teachers will take steps as outlined from Phase 2 sanctions, but depending on misbehaviour may proceed to the phase 3 sanctions when dealing with Serious Misbehaviour and staff judgment will play a role in this incident.

- Suspension will be used as a sanction where all attempts at reasoning with the pupil have failed and where all other efforts of the school in consultation with the parents or guardians of the pupil have failed to achieve a satisfactory conclusion. Following formal verbal discussions a letter outlining items discussed will be sent to parents. Communications to parents regarding the suspension of a pupil, or the possibility of considering suspension as a sanction, will be in writing. (Copies of all correspondence will be retained)

Regular occurrences of Serious Misbehaviour will be dealt with as follows:

- Parents will be invited to meet class teacher, the principal and/or the chairperson to discuss repeated serious incidents of misbehaviour.

Sanctions for Gross Misbehaviour

Teachers will take the following step when dealing with Gross Misbehaviour

- Principal and Chairperson are informed immediately and suspension sanctioned.

Suspension

- Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances.
- For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case.
- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson, teacher and the principal. If the parents (and the pupil) do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.
- In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the health and safety of pupils and teachers, the Board has deferred responsibility to the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.
- Further suspensions will require Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and Principal have outlined for the Board the reasons why they feel it is necessary to impose a further suspension. In line with the requirements of the Education Welfare Act (2000), the Board of Management will inform the Education Welfare Board when any pupil's period of suspension equals or exceeds six school days.
- When a pupil is suspended, the parents/guardians will be requested to remove the pupil from the school. The Principal will meet with the parents/guardian to outline the decision to

implement the suspension and will present the parents/guardian with a written statement of the terms, duration and date of the termination of the suspension.

Removal of Suspension (Reinstatement)

- Following, or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parent/s (and pupil) must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff and will not have a seriously detrimental effect on the education of other pupils. The Principal in consultation with the parents, the class teacher and the pupil (if appropriate) will facilitate the preparation of a behaviour plan for the pupil, if required, and will re-admit the pupil formally to the class.
- Where a satisfactory resolution of a problem is achieved, a pupil may be readmitted to school within a suspension period at the discretion of the chairperson of the board and the principal.

Expulsion

The Board of Management has the authority to expel a pupil in an extreme case (see p.80/81/82, Developing a Code of Behaviour; Guidelines for Schools) e.g. where repeated incidents of serious misbehaviour interfere with the educational opportunities of fellow pupils or where there is a threat to the health and safety of either pupils or staff. Where expulsion is considered the school authorities will have tried a range of other interventions and will have formed the opinion that they have exhausted all possibilities for changing the pupil's behaviour. This sanction would be imposed under the terms of the Education Welfare Act (2000).

Suspension/expulsion procedures are in accordance with the Education Act (1998).

Involving Parents/Guardians in Managing Behaviour

Parents/guardians are valued as partners in the school community and as such will be invited to participate in promoting and demonstrating positive behaviour both in school and in the wider community. Class teachers will refer to repeated episodes of minor misbehaviour in the pupil's Homework journal which parents/guardians are requested to sign each evening. In cases where pupils are required to complete some extra work as a sanction, parents/guardians will again be requested to sign the relevant work. Class teachers may occasionally request parents/guardians to visit them in school to discuss some aspect of a pupil's behaviour. The

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Principal will be informed of these meetings and may be invited to attend. Parents/guardians are encouraged to make appointments to meet with class teachers and/or the Principal at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour. The school will remind parents/guardians of the procedures for contacting the school at every opportunity. Both Teachers and Parents are obliged to keep their child's business to themselves and communicate with each other in a confidential matter. At no point can a parent or teacher discuss confidential matters in an open forum context. This is in breach of confidentiality between both parties.

Where pupils are found to be involved in more serious misbehaviour the Principal may telephone or write to parents/guardians to request them to attend an informal/formal meeting at the school. Class teachers or teachers who witness misbehaviour while supervising on yard duty, the Principal and Chairperson of the Board of Management may also attend these meetings. The pupil may also attend all or part of these meetings if deemed appropriate.

Managing aggressive or violent behaviour

The school recognises that occasionally students may not respond positively to the usual interventions and that they may require extra support in an effort to manage aggressive or violent behaviour. The staff involved will work closely with outside agencies to support behavioural issues and needs. In the event that a child is being aggressive or a threat to themselves or others the following staged approach will be used:

1. The staff member will stand in front of the child and try to calm the situation
2. The staff member will usher the child using their arms/hands in the direction of a safe place
3. The staff member may need to hold the child's hand and take them to a safe place
4. Two staff members may need to carry the child to a safe space

Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student.

(See Circular 22/02)

Keeping records

In line with the school's policy on record keeping, and data protection legislation, records in relation to pupils' behaviour are kept in a secure filing cabinet. Copies of all communications with parents/guardians will be retained in the school. Records of more serious incidents are

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recorded in a specific journal and are retained until students reach 21 years. Class teachers shred personal records at the end of each year.

Procedures for notification of pupil absences from school

Parents must notify the school in writing of a student's absence and the reason for this absence.

Success Criteria

This policy will be deemed to be successful when the following are observed:

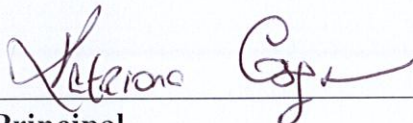
- Positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils.

This Code of Behaviour was ratified by the Board of Management on 23rd February 2026 and will be reviewed on an annual basis.

Signed:



Chairperson Board of Management



Principal

Date: 23.02.2026

Appendix 1

Classroom Rules

1. Follow Instruction Straight away
 - Prompt attention
 - Listen at all times
 - No comments about instructions, just follow them immediately
 - Instructions should only have to be given once
2. Complete work in set time and do it well
 - Class work to be done to the best of your ability
 - Neat and tidy work
 - No copying
 - Margins
 - Layout
 - Standard of writing
 - Clean copy
 - All homework to be attempted
 - Homework to be written down in school homework journal
 - Homework checked and homework signed
 - Work to be carried out without delay
 - Teacher to specify set time for task in advance and remind of deadline close to completion of task
 - Parental explanation must be given why work is not completed
 - Take pride in work
 - Your work will be acknowledged
3. Pay attention and work quietly allowing others to work uninterrupted
 - Speak quietly during all non silent activities including lunch time if classes have to remain indoors due to bad weather
 - Allow pupils to work, no elbowing, pushing, invading others space

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- Listen silently when teacher/ another pupil speaks
 - Focus on the teacher/task
 - Don't allow yourself to be distracted
 - Be silent if teacher is speaking to another teacher/visitor
 - Ask teacher for help if required
4. Have all necessary equipment
- Textbooks and copies named
 - Full uniform to be worn (+tie). (except P.E. & school matches when designated uniform is worn)
 - Have no need to borrow
 - Leave all toys at home
 - Homework book — usage for notes/reminders
5. Raise your hand, wait and then speak quietly.
6. Use only acceptable language; back chat is not allowed
- Think before you speak
 - Speak politely to adults/children
 - Call children by proper names
 - Address adult by Mr, Miss or Mrs or appropriate title
 - No heated aggressive debate
 - Watch personal tone when speaking
 - No teasing
 - Do not interrupt
 - Say please/ thank you
 - Look at the person you are speaking to
 - Knock, enter, address the teacher
 - No answering back
 - Only answer if asked, and for yourself

This covers tone of voice, nicknames, bad language, teasing, politeness and respect for others

7. Stay in your place and keep it tidy
- No walking around even when work is finished
 - Pick up litter, don't litter
 - Only 1 or 2 at bin at the one time
 - Place rubbish in the right bin whether it be refuse or recycling
 - Clean desks out regularly- hygiene

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- Keep bags under seat or table — health and safety
- Clean up after lunch, always eat food in your classroom •
- Walk straight to seat on entering classroom
- No writing or defacing furniture or other people's property
- Ask permission to leave the room. Please raise hand and wait for your teacher to respond to you

School Rules

1. Do as you are told by all staff straight away
 - Staff= teachers, ancillary staff and visiting tutors
 - School premises and other facilities used by school
 - Prompt response
 - Inform your teacher if being sent on a message
2. Keep unhelpful hands, feet, objects and comments to yourself. Let people around you feel comfortable. Play safe. • No Bullying physical/verbal
 - No class warfare
 - 'Only messing' is not an acceptable explanation
 - No pushing in lines
 - School balls only for games- regulation size
 - Football scores should not a be reason for fights to break out
 - Negative name calling, teasing or put-downs is not acceptable
 - No invading of personal space
 - Always include others in games
 - No fidgeting
 - Always care for the younger pupil
 - Always welcome visitors
 - Never play unsafe games> wrestling, trains, piggy-backs, karate kicks, holding breath, games involving pens, pencils, rulers, blocks
 - Never take items on to the yard
3. Be in the right place on time
 - Line up in a straight line in the yard in the mornings and after each break after the bell rings; never leave the line unless permission has been granted
 - No loitering on the corridors

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4. Walk quietly in and around the building
 - No running, i.e. walk at all times on corridors, going up and down stairs, in and out of lines
 - Hold banisters going up and down stairs
 - Stay in sight of teacher
 - Knock when entering classroom
 - Stand back for adult at door
 - Walking to teacher/adult when you want to speak
5. Always be truthful and honest
 - When asked a question or giving an explanation always be honest and truthful in your reply
6. Never leave the school grounds without permission. Pupils must always be accompanied by a responsible adult.
 - Pupils cannot leave the school grounds under any circumstances, retrieval of the ball outside the school grounds will be not be permitted
7. Put all litter in the bins; respect property
 - Never throw rubbish on the ground, always put it in the correct bin whether it be refuse or recycling
 - No spitting
8. Always eat food in the building, never take food on to the playground
 - Always eat food in the classrooms. It should never be eaten on the corridors or in the playground.
9. Mobile phones are not permitted at school.
 - In the interest of the safety of the staff and pupils mobiles are not permitted at school. This is a result of child protection issues. Pupils and parents will always have access to the school telephone.
10. Always be neat and presentable
 - Wear a full school uniform
 - On designated P.E. days and activities the school tracksuit must be worn
 - No football jerseys or non school regulation PE/Uniform can be worn
 - No jewellery is allowed to be worn
 - Hair style must be neat and not highlighted or dyed