

School Motto: Courage Courtesy Concern

Introduction

At St Michael's the child is at the heart of the Catholic faith community. As a school we aim to provide a high standard of child centred education in a safe supportive learning environment, where respect and Christian values are promoted.

The school's policy on positive behaviour reflects the Catholic ethos of the school which seeks to foster the genuine Christian values of respect for, and tolerance towards others as well as, the ability to practice forgiveness, gentleness and politeness.

The staff at St Michael's Primary School would like children to come to school ready to enjoy learning. The majority of children are eager to learn but for those who intentionally disrupt lessons or play, the staff has developed this behavioural policy which reinforces positive behaviour and rejects unacceptable behaviour. The policy, when in operation, requires assistance from pupils, teaching and support staff and parental support is encouraged.

Aims

The school's policy for promoting and sustaining high standards of behaviour and discipline is based on the following general principles and considerations.

- Good behaviour and discipline are essential if effective teaching and learning is to take place
- The wider influence of society's standards and values have an impact on the school community. The school does not operate in a social vacuum.
- The school policy contains a set of simple written rules and procedures which have the support and cooperation of parents, teaching and non-teaching staff as well as the Board of Governors
- The policy outlines a simple, clearly understood but flexible set of consequences to match incidents of poor or inappropriate behaviour.
- Good behaviour and discipline is expected within the classroom as well as throughout the school and is the shared responsibility of all staff supported by parents and the Board of Governors

St Michael's Primary School is a safe environment where all can teach and learn in a happy atmosphere. We wish to;

- create an environment which encourages and reinforces good behaviour
- define acceptable standards of behaviour
- encourage consistency of responses to both positive and negative behaviour
- promote self-esteem, self-discipline and positive relationships
- ensure that the school's expectations and strategies are widely known and understood
- encourage the involvement of both home and school in the implementation to this policy

Promoting and Sustaining Good Behaviour

Pupils, parents, teachers and support staff take collective responsibility for the promotion of positive behaviour at St Michael's Primary School.

Pupils Rights

- To feel safe and secure
- To be treated with respect and dignity
- To learn in an enjoyable and stimulating environment
- To be developed to full potential
- To have a safe, clean, healthy environment in which to work

Pupils Responsibilities

- To know and obey school rules
- To treat staff and peers with respect
- To take responsibility for their behaviour and actions/not prevent others from learning
- To work to their full potential

Parents Rights

- To have their child educated to the best possible standards
- To be informed of their child's academic progress
- To have their concerns dealt with fairly

Parents Responsibilities

- To ensure that their child attends regularly, arrives punctually and completes homework
- To attend parent/teacher meetings
- To support the school and have a positive attitude to staff

Staff Rights

- To be treated with respect/dignity
- To be supported by the management and the Board of Governors
- To have a safe, clean, healthy environment in which to work

Staff Responsibilities

- To create a stimulating and happy working environment
- To develop children's confidence and self-worth
- To deliver the Curriculum
- To prepare and mark pupil outcomes

Support Staff

This group includes: The School Office Staff, Classroom Assistants, Caretaker, Catering and Cleaning Staff, Lunch and Playground Supervisors. Support Staff maintain positive relationships with pupils and other staff as well as share in dealing with problems in a caring and sensitive manner.

Learning Support Coordinator

The Learning Support Coordinator (LSC) will ensure that the SEN provision meets our children's needs and will inform and support members of staff of a child's specific learning need or whether they have possible medical conditions e.g. ASD, ADHD etc.

School Jurisdiction

This policy applies to the school premises during school hours, as well as visits and trips, events or other occasions related to the school, and on any occasions when the pupils are the responsibility of the school staff.

The policy applies when pupils are travelling to and from school and while in school uniform when they are considered to be representing the school and therefore the school rules apply.

Damage to Property

Damage to school property through misbehaviour, whether it is to the fabric of the building or to such items as books that are defaced or damaged will be reported to parents and where appropriate, a request for a voluntary contribution towards the cost of repair or replacement.

Bullying – Guidance to Staff (Refer to Anti-Bullying Policy)

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual members of staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. Silence and secrecy nurture bullying.

(See Anti Bullying Policy)

General School Rules

All of our children at school are equally valued and have the opportunity and the freedom to work in a happy and secure atmosphere with adults to help and support them. Children have an understanding of whom they can turn to when that security feels threatened. Our school rules and procedures are guidelines within which the normal and expected good behaviour, manners and politeness of our children will continue to develop and permeate the daily life and routine of

the school. Pupils from Year 4-7 are involved in drawing up a Behaviour Contract at beginning of each year with their class teacher.

SCHOOL UNIFORM

We believe that school uniform plays a valuable role in contributing to the tone and ethos of the school, promoting a sense of equality amongst our pupil community. All items of the school uniform are available from Truly Fare, and the PTA have organised and manage a pre-loved recycled uniform shop. All items of school uniform should be clearly labelled to encourage pupils to look after their clothes.

The following is an outline of St Michael's Primary school uniform.

- **Maroon jumper or cardigan.**
- **Maroon School Hoodie for Outdoor activities**
- **Maroon tie, elasticated tie Year 1-2, long tie Year 3-7**
- **St Michael's checked shirt**
- **Maroon pinafore worn with maroon or grey tights**
- **Charcoal grey trousers with grey/ black socks**
- **Black traditional school shoes**
- **Summer dress worn with white/burgundy socks**
- **Charcoal grey shorts with grey /black socks**
- **A pair of stud earrings may be worn. Hoops are not permitted in the interests of pupils' safety.**
- **A wristwatch may be worn to school (please note this should not be a Smartwatch)**
- **Uniform is always worn in school and on school trips unless specified otherwise**
- **Summer uniform is worn in May and June**

Post Covid staff became aware of increased anxiety amongst a number of pupils, especially at times when they were required to change for PE. Therefore full school uniform is not required on certain days as the following uniform will now be worn on PE days.

Uniform On Scheduled PE days (does not include After Schools)

- **Maroon Track Jogging Bottoms (except when wearing Summer Uniform)**
- **Maroon School Hoodie**
- **White Polo Shirt**
- **Trainers (to be black trainers from September 23)**

The PE uniform may be worn by pupils on the days when PE lessons are scheduled. Pupils should wear jogging/track bottoms over their shorts on PE days. Full uniform should be worn on all other days. Parents and pupils will be notified of the days that PE is scheduled. School uniform is monitored by the class teacher and key stage leaders. Pupils who wear PE uniform to school on non-PE days will be monitored by

1. Verbal reminder to pupil
2. Written reminder sent to pupil and parents
3. Phone call to parents
4. When the above reminders are ignored, the school will request that the pupil wears full uniform to school every day and change to PE clothes in school.

When representing the school in team sports, pupils may collect a "kit" from the coordinator on the previous day and wear under the PE uniform set out above.

Positive Behaviour Strategies

In order to ensure and maintain a secure and happy learning environment. We employ the following strategies:
Positive Behaviour Strategies are employed to help build a trusting relationship between teachers, pupils and parents

In the classroom

- Read through Behaviour Policy
- Class Charter visible and explicit (set by Class Teacher and pupils)
- Clear expectations of whole class behaviour
- Class reward system in place
- Behaviour procedures visible and explicit
- Monthly Pastoral Posters
- Key Stage 2 contracts Appendix 5

Interaction with the children

- Use positive verbal and body language
- Use a calm but firm voice
- Use clear and consistent boundaries
- Label the behaviour not the child
- Actively listen to the child/children
- Use positive language e.g. 'walk' rather than 'don't run'

Class based strategies

- Look for opportunities to praise positive behaviour
- Create opportunities for additional responsibilities e.g. taking a message/register
- Tactically ignore minor and/or secondary behaviours
- Use 'when.....then.....' statements
- Offer clear choices and consequences
- Maintain eye contact with the child
- Establish a positive relationship with the child/children
- Provide regular circle times/ discussion time- links with PDMU and RE programme
- Reflect on effective teaching and learning styles used in the classroom

Individualised strategies

- Clear expectations for completed work e.g. time on work
- Involvement of peers
- Use of Behaviour reflection for time out- Appendix 4
- Isolation in agreed class
- Record of incidents kept in Pastoral Book
- Additional circle time sessions/ discussion time
- Teach and practise listening skills
- Teach calming strategies
- Focus work on self esteem
- Teach specific social skills/social stories
- Structured activities for break and lunchtime
- Meet with parents/carers
- Individual reward system
- Use of token exchange system
- Planned use of time out for individuals
- Child to self-evaluate behaviour
- Increased opportunities to work in small groups/1:1
- Consider flexible use of Classroom Assistant support
- Modification of timetable

Next Steps:

- **Consult with LSC regarding the implementation of an IBP.**
- **Support of LSC for management behaviour**
- **Referral to external agency**

Rewards

We use a wide variety of strategies to reward good behaviour. These range from verbal praise and informal recognition of achievement to the more formal aspects detailed below.

Encouragement can be given in many ways:

- A quiet positive word or encouraging smile
- A written comment on pupil's work
- A visit to another member of staff for commendation
- A public word of praise, Monthly assemblies
- Use of reports to comment favourably
- A phone call, letter or note to parents informing them of some action which deserves mention.

Dojo Point System

Pupils are awarded points throughout the school day by Key stage leaders, Supervisors and the school Principal in recognition of good behaviour, following school rules. Prizes are awarded to class of the month, term and year.

Achievement Certificates

Pupils are awarded certificates for Courage, Courtesy and Concern and Outstanding Achievement each month.

Stickers

Teachers award pupils daily for positive behaviour, good listening, following instructions, staying on task and achieving personal targets.

Principal Awards

The principal awards Principal Awards to pupils who are directed to her for special praise by members of staff.

Pupil of the Week (PATHS)

A randomly selected pupil is selected and the class gives compliments to raise self esteem

Student Leadership

Class Prefect (awarded monthly)

Pupils undertaking these roles are expected to lead by example.

School /Eco Council

Pupils can raise issues concerning behaviour at their pupil council meetings.

Primary 7 Playground Buddies

Primary 7 pupils have the responsibility of being buddies to Primary 1-4 pupils. They are expected to be positive role models through their behaviour and attitude to school life.

Examples of Low Level Misbehaviour	Range of Consequences
<p><i>Talking out of turn/ Shouting out</i></p> <p><i>Leaving seat at the wrong time</i></p> <p><i>Not doing homework</i></p> <p><i>Not listening/ Not paying attention</i></p> <p><i>Distracting others/Failing to keep on task</i></p> <p><i>Leaving work area untidy</i></p> <p><i>Pushing in the line</i></p>	<p>Verbal warning</p> <p>Moving seat</p> <p>Clean up mess</p> <p>Complete homework the following night</p> <p>Shadowing staff in playground Time out at play-time</p> <p>Take a time out with other class teacher</p>
Examples of Moderate Level Misbehaviour	Range of Consequences
<p><i>Being disrespectful to members of the school community.</i></p> <p><i>Not adhering to school uniform policy.</i></p> <p><i>Using ICT inappropriately during the school day.</i></p> <p><i>Distracting other children in class</i></p> <p><i>Not paying attention to class teacher Bringing mobile phones to class</i></p> <p><i>Showing a lack of respect for school property</i></p>	<p><i>At all stages inappropriate behaviour will be recorded in either or both teacher's, key stage leader's, Vice Principal's and Principal's Pastoral Record Book.</i></p> <p><u>Step 1:</u> <i>Expectations are set at the beginning of the school year in key stage 2 contracts. If a contract is broken, the pupil is sent to the pastoral leader for behaviour reflection. A behaviour reflection form is completed and signed by the pupil. The class teacher and parent of the child will also sign the behaviour reflection form.</i></p> <p><u>Step 2</u> <i>Communication with the class teacher and parent is ongoing throughout the year but if a child completes three behaviour reflections the Pastoral leader will make contact with the child's parents. The LSC will support the class teacher especially at transition times and in the development of an IBP.</i></p> <p><i>Parents will be informed of the inappropriate behaviour and a Daily Behaviour Monitoring Report may be initiated.</i></p> <p><u>Step 3:</u> <i>Persistent misbehaviour will be referred to the Vice Principal / Principal who will meet with parents. The LSC will request the support of educational psychologists and Behaviour Support Team.</i></p> <p><u>Stage 4:</u> <i>Request for Statutory Assessment</i></p> <p><i>Throughout this process, the class teacher should liaise with the key stage leader and LSC. The key stage leader should make note of any children in the teacher's pastoral book 3 times or more when evaluating the school's pastoral programme</i></p>
Examples of Serious Level Misbehaviour	Range of Consequences
<p>Inappropriate physical/verbal behaviour</p> <p>Displaying aggressive behaviour</p> <p>Leaving school without permission</p> <p>Disregarding adults within the school</p>	<p>Sent to the Pastoral Care Leader/ Principal Parents are invited to a meeting</p> <p>Consider referral to Behaviour Support Team /Educational Psychologist</p> <p><u>Stage3</u></p> <p>Consider suspension/expulsion</p> <p>Record all actions in Pastoral Care Book</p>

Consequences

Whilst this is a 'Positive' Behaviour Policy where desirable behaviour is praised and rewarded, pupils must also be aware that negative behaviour and poor choices carry consequences and sanctions. The Pastoral Book is a consistent method of monitoring any negative behaviour at any point during the school day, or indeed any behaviour which negatively affects the school experience of other members of the learning community, which continues into school. These books are maintained by class teachers and will be retained throughout a child's life in school. This will ensure that any serious incidents are kept on file for future reference and can be produced in any event where it is necessary to involve parents or 'external agencies'.

If a child's misbehaviour is frequent and/or extreme, then they will be referred to the Pastoral Leaders and appropriate action will be taken.

Referral to the Pastoral Team will normally involve School Pastoral Coordinator-

- Foundation Stage:
- Key Stage One
- Key Stage Two

Time Out Break/Lunch

The school will use 'Time Out' at break/lunch for a length of time deemed appropriate, based on the severity of an issue and/or frequency of misbehaviour. Pupils will have an individual break time with a member of staff rather than friends.

Behaviour Reflection

Behaviour Reflections are used with pupils Year 4-7 when there is moderate or severe Misbehaviour. This may be completed in school at break or lunchtime with the pastoral leader and will be sent home to be signed by the parent.

Further/Extreme incidents will normally involve referral to the Vice-Principal - and/or the Principal.

Monitoring and Evaluating Positive Behaviour

To ensure the successful monitoring and evaluation of discipline the Principal/Vice Principal will:

- Collaborate regularly with the staff including, the lunchtime supervisors and caretaker at the weekly briefing.
- Review pastoral books every ½ term
- Hold half termly Pastoral Team meetings to review the policy and assess its effectiveness in promoting positive behaviour.
- Call meetings of the School/ Eco Council
- Remind pupils of the positive behaviour policy regularly.
- Liaise with the kitchen staff regarding lunchtime behaviour.

To ensure the successful monitoring and evaluation of discipline teachers will:

- Teach playground games during PE lessons once per term.
- Regularly discuss lunchtime during PDMU lessons- tell a good tale about someone else (not best friend), someone I need to say sorry to, something I am pleased with about myself.
- Write a list for wet lunchtime showing pupils what can and cannot be used
- Liaise with lunchtime supervisors at least once per week.

To ensure the successful monitoring and evaluation of discipline lunchtime supervisors will:

- Look for positive behaviours and use stickers.
- Give points for best lining up etc.
- Play games and organise activities eg skipping, treasure hunts
- Help to raise the self-esteem of children.

Challenging Behaviour

On occasions there will be pupils who struggle to manage their behaviour and who do not respond to the whole-school strategy, the following stages from the SEN code of Practice will be followed: -

The class teacher will talk to the pupil to help the pupil cope, taking an individual approach to their behaviour by making a daily monitoring diary, based not on sanctions but on rewards, for managing control of their less desirable behaviours. The format of these diaries changes from class to class and is designed individually to suit the age and needs of the child in question. These will be used for a predetermined period of time. Such daily monitoring strategies are only implemented in consultation with the parent(s) and are removed when the pupil displays the capacity to manage their own behaviour independently. They will almost always be accompanied by a home-school behaviour diary. Targets are negotiated with the child, placed in clear, child-friendly language, and discussed regularly.

Stage 1: A pupil whose behaviour in school regularly gives cause for concern may be referred to the LSC for monitoring. Individual Behaviour Plans will be drawn up. These IBP's will include behavioural targets. These termly individual targets will be reviewed at the end of each term. The LSC will discuss these targets with parents/guardians so that they can become actively involved in securing and maintaining their children's good behaviour in school. In school interventions - such as Play Therapy may be considered.

Stage 2: The LSC will liaise with the Education Authority and will request the support of the Behaviour Support Team or an Educational Psychology assessment with the possibility of the pupil receiving Harberton or Clarawood support. The BHSST - A RISE team referral for pupils in P1-P4 is a possible option at this stage. At this stage if the individual pupil is not responding to any of the previous stages, the LSC will make a request for a statutory assessment to be completed with the parents' consent.

Stage 3 : At Stage 3 the pupil may be granted a full statement of SEN and subsequent additional adult assistance and/or an alternative specialist school placement. There may be times when all the support given does not work, having tried every practical means of managing a pupil's behaviour the individual pupil's behaviour is so badly disruptive they have to be excluded from school.

Severe Misbehaviour

In the case of serious or persistent misbehaviour a child will lose the right to proceed through the hierarchy of consequences and will be removed from the classroom situation and sent straight to the School Principal. In such cases the Vice Principal or Principal should be sent for. The decision will be taken when a child's behaviour;

- Is not compatible with the provision of education for other children with whom the child in question is being educated
- Involves serious, actual or threatened violence against another pupil or member of staff
- Puts himself/herself, other pupils, members of staff or the wider community at risk of hurt or injury

In such cases the parents will be informed and the child will be sent home with the parents.

A decision whether to exclude the child for a fixed period of time or to permanently exclude the child will be taken. (see CCMS "Scheme for suspensions and Exclusions")

Important to Note

The ultimate sanction for extreme behaviour, available to all schools is Formal Exclusion. This is a legal document whereby a parent is asked to remove their child from the school. An agreement is drawn up on the child's return which both the parent and child sign agreeing terms for re-admission. This is of course an extreme measure and is very rarely used at St Michael's. Our Pastoral Care and Anti Bullying policies provide St Michael's children with a structure which promotes good behaviour within our school.

Communication between parents and school with regards to a child's behaviour is important. If a child is experiencing behavioural difficulties, parents need to be informed and the school policy followed. Parents and children should be reminded that each day is a fresh start.

CCMS Reason for the Suspension and Expulsion of Pupils

1.0 VIOLENT BEHAVIOUR

- 1.1 Physical assault on (an)other pupil(s)
- 1.2 Physical assault on (a) teacher(s)
- 1.3 Fighting with (an)other pupil(s)
- 1.4 Bullying (an)other pupil(s)
- 1.5 Vandalism to school premises
- 1.6 Destruction/vandalism of a teacher's property
- 1.7 Destruction of school property

2.0 DISRUPTIVE/INAPPROPRIATE BEHAVIOUR

- 2.1 Inappropriate behaviour with (an) other pupil(s)
- 2.2 Unacceptable verbal abuse of school staff
- 2.3 Unacceptable verbal abuse of (an) other pupil(s)
- 2.4 Dangerous behaviour
- 2.5 Bringing the school into disrepute
- 2.6 Severe disruption of class
- 2.7 Persistent disruption of class
- 2.8 Persistent abuse of school rules on smoking
- 2.9 Persistent misbehaviour/breaking of basis school
- 2.10 Flagrant disobedience and refusal to accept direction
- 2.11 Absent from class without permission
- 2.12 Absent from school without permission
- 2.13 Breaches of the school's dress code/personal grooming

3.0 ILLEGAL ACTS

- 3.1 Theft/damage of school property
- 3.2 Theft/damage of (an) other pupil(s) property
- 3.3 Theft/damage of a teacher's property
- 3.4 Theft/damage of property outside school
- 3.5 Substance abuse

Appendix 1

Dinnertime Policy

We value our supervisors and work in partnership with them to promote our positive behaviour policy during lunchtime and break time. If a child fails to follow the Playground Rules (which are displayed in the canteen, school hall and corridors) the class teacher will speak with the child.

The playground includes a seating area, free play area, activity zones and an adventure area. The playground has Year 7 Playground Leaders to support children with their play. When children are active there tends to be less behavioural difficulties in the playground.

The Senior Supervisor in consultation with the Vice-Principal will draw up the termly supervision rota, assigning a class or group of classes to each supervisor and ensuring that there is sufficient cover for:

- first aid,
 - the Lunch Hall,
 - the classroom and
 - the playground
- The Senior Supervisor will draw up a rota for playground activities and ensure that supervisors organise 'quiet play' such as comics, pens, paper carpet tiles etc.
 - The Senior Supervisor will be responsible for awarding Class Points each day. The Senior Supervisor may delegate this task to another supervisor.
 - The Senior Supervisor, in consultation with the Principal, will decide if the weather conditions are suitable for outdoor play

All supervisors will be issued with a lunchtime supervisor's booklet. All incidents of bullying, arguing, fighting, bad language or damage to property must be recorded in this booklet signed and dated. These incidents should be reported to the class teacher and Key stage Leader or Vice Principal.

All lunchtime supervisors will:

- ensure that the building is secure,
- ensure that the playground is safe from straying animals
- report any strangers, without visitor's badges, to the school office.

Outside Play

The indoor supervisor or person on First Aid is responsible for monitoring the toilet area. No child may return to his/her classroom for anything at lunchtime.

Rules at Dinner Time

In the Canteen

At St. Michaels' we.....

1. Line up quietly
2. Talk quietly in the canteen.
3. Wait at the table until everyone is finished.
4. Eat nicely and remember our manners.
5. Clear our dishes away
6. Say PLEASE and THANK YOU if we need anything
7. Push our chairs in
8. Tell an adult if there are any spillages
9. Finish the food on our plate before asking for more
10. Walk quietly to the playground or our classrooms after dinner.

In the classroom at Lunchtime:

- Eat our lunch quietly,
- Tidy our lunch items away quietly,
- Leave the classroom tidy,
- Show respect to each other,
- Say PLEASE and THANK YOU if we need anything and
- Walk quietly to the playground after lunch.

Wet Dinner Time Policy

- The Senior Supervisor will draw up the supervision rota for rainy days
- Class Teachers will provide games and activities for the pupils who remain in the classrooms.
- Children must only use what the teacher has provided.
- The Vice-Principal should be informed if additional rainy day resources are required.
- Children must be sitting down in their classrooms.

Appendix 2

Classroom Charters

Classroom Charters are prominently displayed in every class and reflect behaviour and effort.

At the start of every school year each class teacher formulates with the children in their class, a classroom positive behaviour plan (Class Rules) using age appropriate language. The goal of the plan is to have a fair and consistent approach to establishing a safe, orderly, positive classroom environment for learning and teaching.

Classroom Charter

Work quietly and try our best at all times.
Be kind to each other and have fun
Put your hand up to speak and wait for our teacher to ask us to speak.
Listen to each other
Keep our classroom and desks tidy
Remember to have good manners

Sample of class charter from Year 4

Appendix 3 Playground Rules

Our Playground Charter


We have the Right to:

- Relax and play and join in different activities.
- Have a safe and clean environment to play in.
- Be spoken to respectfully by everyone.
- Be listened to and our views respected.

Children respect these rights by:

- Using playtime to play games and talk to each other.
- Playing fairly as part of a friendship group or team.
- Being a buddy to all.
- Using good language at all times.
- Keep play safe and kind.

Courage Courtesy Concern



Behaviour Reflection Sheet



THINKING ABOUT MY BEHAVIOUR WILL HELP ME MAKE A BETTER CHOICE NEXT TIME!

I
Name _____ Date _____

Behaviour (What happened?)

Who was involved?

Why is this behaviour not acceptable?

How I felt:

Mad Sad Frustrated Lonely Hurt Confused
Jealous Scared

A better thing to do when this happens again?

Making Amends

- If another person was affected by this behaviour I apologized to them, explained why the behaviour was wrong, discussed how it made them feel and promised to correct this behaviour in the future.

Here is what I will do to correct this behaviour in the future:

Signed: _____ (child) Signed: _____ (Parent)



St Michael's code of conduct

This is to certify that I,
understand and agree to our class code of conduct:

1. Show respect to all members of the St Michael's school community.
2. Wear school uniform and black shoes to and from school each day.
3. No phones in the school grounds.
4. Use ICT appropriately throughout the school day.
5. Follow transition rules leaving and entering the school building.
6. Pay attention during class time and do not distract other pupils.
7. Respect personal property and school property at all times.

I promise that I will strive to live by these rules in the classroom and playground so that school is a fun and exciting place to be! I agree that if I do not abide by the school code of conduct I will accept the sanctions in line with the school policies.

Signed:

