



Code of Behaviour Policy

2026/27

Introductory Statement

This Policy was reviewed in September 2026, in accordance with the provisions of the Education Act 1998, Rules and Regulations of the Department of Education and Science and the C.P.S.M.A. (Catholic Primary School Management Association to best ensure that life for everybody in school is safe, happy and relaxed yet well-ordered and disciplined.

St.Ultan's is a Catholic co-educational primary school catering from Junior Infants to 6th class (with provision for Early Intervention for children with ASD) under the patronage of the Archbishop of Dublin. It is located in the parish of Cherry Orchard, Dublin 10 and is part of a wider campus comprising an integrated nursery, early education, primary school and out of school care service. The Care manager manages the nursery, early education and care facility. The school operates under the Dept. of Education from which grants and resources are received annually. Regulations are laid down by the D.E.S.

Ethos and Vision Statement

Catholic Values inform our school life, however our school welcomes children of all denominations and nationalities.

Our vision is the development of the full potential of each child in Cherry Orchard connecting with Saint Ultans by nurturing them spiritually, morally, socially, artistically, emotionally, intellectually and physically and helping them to develop a sense of belonging. Children will have the ethics, values and life skills to engage with and contribute positively to their family and wider community. This will serve them as children and adults

Mission Statement

To significantly improve the lives of children in Cherry Orchard with varying social, physical, emotional, intellectual and behavioural needs. This is achieved through integrated prevention and early intervention education and care services in partnership with parents, families, the local community and other relevant service providers. This will help to combat the disadvantage experienced by many children in Cherry Orchard

Rationale

A Code of Behaviour is required

- under both the DES Circular 20/90 on school discipline and the Education Welfare Act 2000 Section 23 (1 and 2).
- to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment
- to ensure a unified approach in promoting a positive learning environment in our school

Mission Statement

An attitude of respect for all informs every decision with regards to whole school behaviours. An effective Code of Behaviour supports the school community in ensuring that all children can be happy in our school and that all children will enjoy learning in an environment that is safe and secure. Every effort will be made by all members of staff to adopt a positive approach to the issue of behaviour in the school. The code offers a framework within which positive techniques of motivation and encouragement are practised and developed by everyone.



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Aims

The Code of Behaviour seeks

- *To facilitate the education and development of every child*
- *To allow the school to function in an orderly and harmonious way*
- *To enhance the learning environment for children and staff*
- *To create an atmosphere of respect, tolerance and consideration for others*
- *To foster a sense of responsibility and self-discipline in children and support good behaviour patterns*
- *To enable teachers to teach without serious disruption*
- *To promote positive behaviour and self-discipline whilst recognising differences between children*
- *To ensure the safety and well-being of all members of the school community*
- *To assist parents and children in understanding the systems and procedures that form part of the Code of Behaviour 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*

Content

A strong sense of community and co-operation is required from staff, children and parents/guardians to implement the code and to ensure that all procedures are carried out in a reasonable, fair and consistent manner. In St. Ultán's, we cultivate positive home-school relationships and provide a welcoming atmosphere. We will liaise regularly with the TESS (National Education Welfare Board) and invite positive involvement from them in the practical implementation of our code of behaviour.

Our code of behaviour is based on and influenced by an integrated approach to the following programmes

- Restorative practice including R.P Mentoring
- Human/Children Rights lessons
- Changemaker Schools Programme
- Lust for Life/Roots of Empathy



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Responsibilities

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children

General Responsibilities

As adults we should aim to:

- Create a positive climate with realistic expectations
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment of all regardless of age, gender, race, sexual orientation, ability and disability
- Show appreciation of the efforts and contributions of all
- To discourage physical aggression and encourage 'kind hands, kind words, kind feet'

Specific Roles:

Staff	Role
Principal	1. The Principal has overall responsibility for the implementation of the Code of Behaviour 2. The Principal will collaborate with the Care Manager around shared rules and routines for communal space.
Deputy Principal	3. Day-to-day responsibility for the implementation of the Code of Behaviour 4. The Deputy Principal will collaborate with the Assistant Manager around day to day issues
Staff	5. Staff will be given a copy of the Code of Behaviour (available on the Shared Drive) by the Deputy Principal who is responsible for the implementation and annual review of the code. 6. Staff will model and reinforce positive behaviours during the school day both informally and formally as part of specific lessons
BOM	• Oversee, along with the principal and staff, the application of a fair code of behaviour and discipline within the school • Will be consulted in the drafting and reviewing of the code of behaviour and formally adopts any changes made. • Will support the CPD of staff in the whole area of behaviour management • Will be informed of all serious breaches of the Code of Behaviour which may result in suspension/expulsion and advise the principal accordingly
Care Staff	• Support the school in the implementation of the behaviour code
Other adults encountered by children in school	• Will make themselves familiar with the Code of Behaviour • Will model the high standards of behaviour in their interactions
Parents	• Will support the implementation and be involved in the review process of the policy • Will be given a summary of the Code of Behaviour on the enrolment of their child and will be directed to the school website for the full version of the Code of Behaviour.



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	• Will cooperate with the school systems of rewards and sanctions
Children	• Will have an active part in the drafting of classroom expectations every September. • Are expected to adhere to the code of behaviour • Will have the opportunity to participate in peer mediation as appropriate e.g RP mentors, welcoming committee, event marshalls and hosts etc

School Rules

- *Respect for self, others and property*
- *Respect the right of others to learn and be safe in school*
- *Follow instruction from staff promptly*
- *S.A.I.L around the school building (see bottom of document)*
- *Show courtesy and good manners at all times*
- *Readiness to use respectful ways of resolving difficulties and conflict (restorative practice)*
- *Always request permission to leave the classroom*
- *Do your best and take responsibility for your own work*

Class Rules/Expectations

Class rules and expectations are drawn up at the start of the year. Each teacher, with the cooperation of the children formulates no more than 5 general rules.

Teachers use 'Show Me Five' from the Incredible Years Programme to gain whole class attention (whole school approach). Posters with the High Five Hand Symbol (one rule per finger) are displayed in each classroom.

1. Eyes are watching
2. Ears are listening
3. Lips are closed
4. Feet on the floor
5. Hands on lap

In Senior Classes use Show me 5 but also have rules regarding

- Physical behaviour
- Language/ Using positive language
- Disruption in class
- Attempting work
- Respect to adults, peer and property



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Toilet Rules

- Children signal to get permission to go to the toilet
- It is essential that the following rules be observed to ensure safe and hygienic access to toilet facilities for all children.
- Check the toilet seat before and after use
- Flush toilets after each use
- Wash and dry hands

For Parents – it is important that children are taught how to use the toilet properly, are able to wash and dry their hands prior to starting school.

Canteen rules

Children will

- be escorted to the canteen by their teacher or the SNA on duty.
- Line up safely while waiting in the queue
- take their dinner from the canteen staff in an orderly and mannerly fashion
- make their way to their assigned table
- When they have finished eating / after an appropriate amount of time, signal that they are finished their food and will be told by a table supervisor when it is time to leave the table and go to their line.

The teacher on canteen duty

- Is in charge of supervising all the children in canteen
- monitors the children entering and exiting the canteen.
- Records any incidents of misbehaviour in the canteen in the Canteen Supervision Log Book and informs the class teacher. If the issue is more serious the Class teacher and/or DP is informed
- Awards DOJO points to classes, as appropriate, for good behaviours

Playground rules

The Principal is responsible for coordinating the development of, implementing, monitoring and reviewing the behaviour policy in the Playground, including all incentive initiatives.

Children go to playground twice a day, weather permitting at 10.30-10.40am and between 12.00-12.30 for Junior Classes and 12.40 to 13.10 for Senior Classes. This time allows children to exercise, run, play games, meet friends and have fun in an outdoor environment.

To ensure the safety of everybody - children must enter and leave the playground in an orderly manner in class lines. They line up in their assigned space. They stay in their lines until the teacher on duty blows the whistle. Each class teacher will supervise his/her own class going to and coming from playground and will remain with their class until the teachers on duty have arrived in the playground.

Parents who need to see/collect their child during either Playground time must seek prior permission from the class teacher or the Deputy Principal or Principal.



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Supervision: - Each playground is supervised by teachers and supported by SNAs. SNAs are engaged in playground duty in a supportive role to the teachers on duty. They also operate basic First Aid and monitor the use of toilets during break times. All children must observe the following rules during playground time

- Remain in the playground at all times.
- Remain inside the boundary lines during playtime
- Go to the toilet with permission from teacher.
- Play with and share playground equipment.
- Play in a safe and friendly way
- Respect each other and respect and listen to the playground staff on duty
- 'Freeze' when whistle is blown then on the second whistle children will line up in an orderly way.
- Will remain on an orderly line until collected by class teacher

Children are affirmed and praised for good behaviour in the playground. The Playground trophy is awarded by the Principal on Friday to the class who have had the best overall behaviour that week.

A 'Star' is awarded at the end of each break time for the best 'líne'. When the class receive the assigned amount of stars, they get a 'treat'.

DOJO and other Reward Systems

As part of our behaviour plan we use positive rewards systems such as Class Dojo, Marble Jars and other 'points systems' to encourage positive behaviour across the school. Rewards can be given in recognition of individual and/or group or whole class achievements.

Accidents

All accidents must be reported to teacher on duty, where necessary the Playground teacher will ensure that the child is attended to, record the incident in the Playground Report Sheet for that day and where appropriate class teacher and parent are informed. **Any bump to the head must be recorded, the class teacher is informed and Secretary is asked to call the parent of the child involved**

Corridor

- [SAIL](#) around the corridors (see end of document)
- Walk quietly along corridor Do not run/jump/slide
- Children hold onto banister when using stairs. Children travel on the 'left' when using stairs/corridor
- Children with specific disabilities will use the lift to access rooms in the building. All other children will use the stairs
- Movement of heavy/large materials/resources between upper and lower floors of the building will be undertaken using the lift
- Children remain within the boundary of the half-hall area for their PE lesson and follow all instructions.
- Designated toilet on main corridor to be used. Children may not access the PE storage area without supervision.



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Positive Strategies in Use

- Selective timetabling to suit the pattern of children with challenging behaviours
- Visual reminders of rules and routines (e.g. posters)
- Commending the positive behaviour at individual/group/whole class level – Compliment sheet
- A quiet word or gesture to show approval
- Non-verbal cues
- Comment in a child's journal or copy
- Verbal acknowledgement in the presence of another adult
- Visit to another member of staff or to the Principal for commendation
- System of merit marks or merit badge
- Delegating some special responsibility or privilege
- Commendation in presence of parent
- Golden Time
- Extra time on a favourite activity – at individual/group/whole class level e.g. computers, library, parachute etc
- Homework vouchers
- Whole school tangible rewards and acknowledgements e.g. stamp/star charts (stamp books in the middle and senior classes)
- Individual class rewards – allowing children to spend time on 'curriculum rich' activities/areas

Unacceptable Behaviour

Three levels of misbehaviour are recognised: Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher. In cases of repeated serious misbehaviour or single instances of gross misbehaviour, parents will be involved at an early stage and invited to meet the teacher and/or the Principal to discuss their child's behaviour.

Examples of serious misbehaviour:

- Behaviour that is hurtful (including bullying, offensive language, harassment, discrimination and victimisation)
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft

Examples of gross misbehaviour:

- Assault on a teacher or pupil
- Serious theft
- Serious damage to property

Sanctions

The use of sanctions or consequences should be characterised by certain features;

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



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The following steps will be taken when the children behave inappropriately. They are listed in order of severity with one being for a minor misbehaviour and eleven being for serious or gross misbehaviour. The list is by no means exhaustive. Teachers may put in place alternative measures bearing in mind the features by which sanctions should be characterised. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this;

1. Reasoning with pupil
2. Verbal reprimand including advice on how to improve
3. Temporary separation from peers within class and/or temporary removal to another class
4. Prescribing extra work/ writing out the story of what happened
5. Loss of privileges
6. Detention during break in the office.
7. Communication with parents
8. Referral to Deputy Principal and if necessary the Principal
9. Develop an Individual Behaviour Plan/ Individual Behaviour Support Plan
10. Principal calls a meeting with parents
11. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)

However sanctions should relate as closely as possible to the behaviour. Therefore a child, who does not do his/her work in class or has not completed his/her homework, may stay in a supervised workspace at break time to finish the work.

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health & safety.

Suspension and Expulsion

Suspension and Expulsion will be considered by the school in accordance with the TESS Guidelines 'Developing a Code of Behaviour: Guidelines for Schools (2008)' as detailed in the section below:

Suspension:

- **Authority to suspend:** The Board of Management has the authority to suspend a student. This authority to suspend a student for up to and including 3 days is delegated to the principal in writing by the Board of Management. Where a suspension falls outside the Principal's delegated authority, the matter will be referred to the Board of Management.
- **Grounds for suspension:** Suspension should be a proportionate response to the behaviour that is causing concern. We will endeavour at all times to try other interventions as outlined in this Code and we will review their effectiveness before implementing a suspension. Decision to suspend a student requires serious grounds such as that:
 1. the child's behaviour has detrimental effect on education of others
 2. the child's presence in school is a threat to safety
 3. the child is responsible for serious damage to propertyA single incident of serious misconduct may be grounds for suspension.
- Suspension may form part of an agreed **Behaviour Support Plan** and should enable the school to set behavioural goals with the child and their parents. It will also give an opportunity to plan other interventions and impress on a child and their parents the seriousness of the behaviour.



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Forms of suspension:

1. Immediate suspension: In exceptional circumstances, the Principal may consider an immediate suspension to be necessary when the continued presence of the child in the school at the time would represent a serious threat to the safety of children or staff of the school, or any other person. Fair procedures will still be applied.
2. Automatic suspension: An 'Automatic Suspension' is a suspension imposed for named behaviours. The Board of Management of St. Ultan's Primary, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours may incur 'Automatic Suspension' as a sanction:
 - Any behaviour outlined in this or other policies which the Principal feels is likely to endanger or has endangered the health and safety of the pupil/s responsible or the school population.
 - Physical assault/violence resulting in bodily harm to a pupil or member of staff
 - Physical violence resulting in serious damage to school property

An Automatic 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 as detailed above.

3. Rolling suspension: A child will not be suspended again shortly after returning to school unless he/she engages in serious misbehaviour that warrants suspension and fair procedures are observed in full and the standard applied to judging the behaviour is the same as the standards applied to others.
4. Informal or unacknowledged suspension: Exclusion of a child for all or part of a school day or asking parents to keep a child from school as a sanction is a suspension and the TESS Guidelines will be followed in this context.

Procedures: Fair procedures will always be applied as outlined below:

1. Inform the child and parents: The school will inform the parents about the complaint in person, by phone or in writing depending on the seriousness of the matter. It will also explain the nature of the complaint, how it may be investigated and that it could result in suspension.
2. Give an opportunity to respond: Parents and children will be invited to a meeting to be given an opportunity to respond before a decision is made and before any sanction is imposed. This meeting should be held in a restorative way. If parents and the child fail to attend such a meeting school management will make a decision to respond to the negative behaviour.

Procedures in relation to immediate suspension: A preliminary investigation will be carried out to establish the case for imposition of suspension. The formal investigation will immediately follow the imposition of the suspension. Parents will be notified and arrangements will be made to collect the child.



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Period of suspension:

Suspension will not be for more than three days except in exceptional circumstance where the principal considers a longer time period necessary to achieve a particular objective. The Board of Management will provide guidance regarding matters such as these and may also decide to authorise the principal to impose a suspension of up to five days in circumstances where a Board of Management meeting cannot be convened in time. A ceiling of ten days will be placed by the Board on any one period of suspension imposed by it. The Board will also review any proposal to suspend a child, where the suspension would bring the number of days for which the child is suspended in the current school year to twenty days or more.

- **Appeals:** The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a child. In the case of decisions made by the Board of Management, an appeals process may be provided by the Patron.
- **Implementing the suspension:**
 1. **Written Notification:** A letter from the school will specify the period of the suspension and the dates on which the suspension will begin and end. It will also outline the reasons for suspension and any study programme to be followed. The arrangements for returning to the school and a provision for an appeal to the Board of Management will be clarified. The right to appeal to the Secretary General of the Dept. of Education and Science will also be confirmed.
 2. **Engaging with children and parents:** The Principal or another staff member delegated by the Principal will meet with parents to emphasise their responsibility in helping the child to behave on return to the school. Where parents do not agree to meet with the Principal, **written notification** will serve as notice to impose a sanction.
- **Grounds for removing suspension:** A suspension may be removed by the Board of Management or by the Secretary General of the Department of Education and Science following an appeal under Section 29 of the Education Act.
- **After suspension ends** the school will have a plan for the reintegrating the child back into the school environment and where possible a member of staff will provide support to the child during the reintegration process.
- **Records and reports:**
 1. Formal written records will be kept of investigation, interviews held, the decision and rationale for the decision and the duration of and conditions linked to suspension.
 2. The principal will report all suspensions to the Board of Management with the reasons for the duration of each suspension.
 3. Report to TESS: The Principal is required to report suspensions to the TESS in accordance with TESS reporting guidelines (Education Welfare Act 200, Section 21)
- **Section 29 Appeal regarding suspension (pg 79 on Expulsion)**

Expulsion:

- **Authority to expel:** The Board of Management has the authority to expel a child and this authority should not be delegated.
- **Grounds for expulsion:** Expulsion should be a **proportionate response** to the child's behaviour.
It will only be implemented by the Board in extreme cases of unacceptable behaviour. The school will have taken significant steps to address the misbehaviour and to avoid expulsion. Such steps may include a meeting with parents and the child to find ways of changing behaviour and making sure that the child understands the consequences of behaviour. All



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other options must have been tried including seeking the assistance of support agencies (e.g. National Educational Psychological Service, National Council for Special Education).

A proposal to expel a child requires serious grounds such as:

1. the child's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
2. the child's continued presence in the school constitutes a real and significant threat to safety to themselves, other children or staff.
3. the child is responsible for serious damage to property.

- **Forms of expulsion:**

1. Automatic expulsion: The Board, in consultation with parents and teachers will specify particular named behaviours which will incur expulsion as a sanction. Due process and fair procedures will still apply.
2. Expulsion as a first offence: This will involve exceptional circumstances where the Board of Management forms the opinion that a child will be expelled for a first offence.

Behaviours which will warrant expulsion under these circumstances include

- a serious threat of violence against another child or member of staff
 - actual violence or physical assault
 - supplying illegal drugs to other children in the school
 - sexual assault
- Due to the serious nature of expulsion as a sanction the Board of Management will undertake a very detailed review of a range of factors before in deciding to expel a child (reference pg 82 TESS Guidelines)
 - **Procedures for expulsion** will be carried out in accordance with the TESS Guidelines as set out below:
 - (1) **A detailed investigation will be carried out under direction of principal.** Parents will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of letting them know. Parents will be given an opportunity to respond to the complaint of serious misbehaviour.
 - (2) **Recommendation from principal to Board of Management to consider expulsion.** The child and parents will be informed of this approach and they will be informed that they can make a written and oral submission to the Board.
 - (3) **Consideration by the Board of Management of the principal's recommendation and holding a hearing.** The initial investigation will be reviewed by the Board to check that it's in line with fair procedures. The hearing will be carried out as detailed in the TESS Guidelines.
 - (4) **Board of Management deliberations and actions following the hearing:** The Board will decide if expulsion is an appropriate sanction and if it is considered so the TESS Officer must be informed in writing of the Board's opinion and reasons for that opinion.
 - (5) **Consultations will be arranged by the Educational Welfare Officer:** Within 20 days of receipt of notification of expulsion by the Education Welfare Officer, he/she will hold individual consultations with the principal, parents and child and will convene a meeting of those who wish to attend to ensure arrangements are made for the child to continue in education.
 - (6) **Confirmation of decision to expel:** where the 20 day period following notification to the Education Welfare Officer has elapsed and where the Board of Management still remains of the view that the child should be expelled, this decision to expel may be delegated to the Principal and Chairperson.



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- **Section 29 Appeal:** The primary concern of the Board of Management, in deciding on individual cases, will be that good order, discipline and safety of all are ensured. Under Section 29 of the Education Act (1998), parents (or children 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 (i) permanent exclusion from a school and (ii) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year (c/f Circular 22/02). Accordingly, the school will advise parents of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent or student.

Parents/Guardians

Parent/guardians are expected to uphold the high standards laid out in St Ultan's code of behavior. The following steps will be taken when parents/guardians behave inappropriately or aggressively. They are listed in order of severity from a minor breach of appropriate behaviour to a serious or gross breach of appropriate behaviour. The list is by no means exhaustive. The board of management may put in place alternative measures. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the parents/guardians communicate in an appropriate way. Every effort will be made to facilitate meetings in a restorative way At all times the safety of the children and adults involved will be paramount;

1. If a parent/guardian behaves inappropriately with teacher/member of staff, they will be asked to calm down and move away.
2. Teacher will try reasoning with parent/guardian. This may be asking them to come back later in the day/week for a meeting.
3. If the parent/guardian refuses to leave, the teacher will walk (if possible) towards the principal or deputy principal, not engaging with the parent/guardian.
4. A meeting will be held at an appropriate time, when the parent/guardian is calm. The parent/guardian will be given an opportunity to air their grievance and if necessary the principal will issue a verbal warning including advice on how to communicate when issues arise.
5. If appropriate, the principal may then hold a restorative circle in order to repair any harm caused.
6. If the parent/guardian continues to act in an aggressive or inappropriate manner then the principal will then issue a written warning. She will inform the BOM of this action.
7. If inappropriate behaviour continues to exist then the principal will ask the chairperson to contact the parent/guardian. This may result in the parent being excluded from the school premise.
8. This matter will be reviewed by the board at their next meeting.

Other policies which have an impact on the Code of Behaviour:

(1) Specific Playground Policy including Care Unit Support

Children are affirmed and praised for good behaviour in the playground. The Playground trophy is awarded on Friday to the class who have had the best overall behaviour that week.

A 'Star' is awarded at the end of each break time for the best 'líne'. At the end of the week the class with the most stars gets a trophy.



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In the case of repeated misbehaviour in the Playground, the child is withdrawn from Playground for a period. An individual 'Withdrawal/re-entry Programme' is agreed upon between the Deputy Principal and Care Unit Project Leader. Deputy Principal informs parents of this intervention.

(2) Bullying

See Anti-Bullying/Bí Cineálta Policy

Success Criteria re Code of Behaviour

Practical indicators of the success of the policy include:

- Observation of positive behaviour in classrooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by adults in the building
- Positive feedback from teachers, parents and children

Implementation Date : September 16th 2026 (for the school)

Ratification and Communication

This policy will be formally ratified by the Board of Management on the **15.09.2026**.

Timetable for Review

A review was carried out by the School Board of Management on 15th September 2026.

Signed: Ruairí McGinley

Ruairí McGinley | Chairperson
15.09.2026

Brendan Goggin

Brendan Goggin | School Principal
15.09.2026



Important Information for Parents

For the safety of your child and the whole community of St.Ultan's, the following rules should be adhered to:

For the first few days parents/guardians are asked to bring Junior Infant children to the classroom on time and say goodbye quickly.

Parents/guardians are asked to ensure that their children wait safely for the school gates to open at 8.50a.m. each morning.

Children and adults will use the walkways provided and **will not walk under the car park barrier.**

Children attending the Orchard will enter through the designated door.

Dogs and pets must remain outside the gates.

Bikes, scooters etc must be walked from the path to bike stand area. They should be locked there and not be taken inside the building.

Smoking, vaping and chewing gum is **not** prohibited inside or close by the gates.

Car Park is for staff and authorised visitors.