

Waterpark National School Code of Behaviour

Introductory Statement:

The Code of Behaviour is an extremely important policy document in helping us to provide a strong framework which re-enforces positive behaviour and creates an atmosphere where pupils and staff can work in an environment, which is relatively free of disruption. To be effective the Code of Behaviour requires the fullest co-operation from everyone in our school community. This revised Code has been drawn up in consultation with pupils, staff, parents and Board of Management.

Rationale:

Promoting good behaviour in our school has a very high priority. We endeavour to create a warm, caring, safe atmosphere where children are valued and encouraged to care for each other and for their school. Respect for, and politeness towards, staff, visitors and children is of prime importance. It is the responsibility of all staff, Board of Management and parents to ensure that the school guidelines and code of behaviour are followed.

Under the Education Welfare Act, 2000, Section 23 (1) schools are obliged to prepare a Code of Behaviour in respect of the pupils registered at the school. In accordance with Section 23 (2), the Code of Behaviour shall specify:

- a. The standards of behaviour that shall be observed by each pupil attending the school;
- b. The measures that shall be taken when a pupil fails or refuses to observe those standards;
- c. The procedures to be followed before a pupil may be suspended or expelled from the school concerned;
- d. The grounds for removing a suspension imposed in relation to a pupil;
- e. The procedures to be followed in relation to a child's absence from school;

We wish to ensure that our policy complies with legal requirements and follows best practice as per NEWB Guidelines (2008).

Relationship to characteristic spirit of the school:

Waterpark National School is a Co – Educational, Catholic Primary School which aims to help each child enjoy the learning process, acquire self –esteem, self-discipline and reach his/her full potential in a happy, caring and secure environment.

Our school strives to provide a well-structured, caring, happy and secure environment for the intellectual, spiritual, physical, moral and cultural needs of the pupils. Waterpark National School will endeavour to enhance the self-esteem of everyone in the school community, to instil in the pupils respect for people and property and to encourage in them the ideal of being responsible. We aim to provide an atmosphere in the school where there is good order and an environment where both staff and pupils can work in harmony. School rules are necessary to provide such an environment. Respect for others and co-operation amongst pupils, parents, staff and Board of Management are the guiding factors in our Code of Behaviour. With such an atmosphere of harmony and good order, pupils will derive maximum benefit from their schooling.

Aims:

In revising our Code of Behaviour our aims are:

- To ensure the safe, effective and efficient operation of the school.
- To allow the school to function in an orderly way where children can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences.
- To ensure the safety and well-being of all members of the school community.
- To assist parents/guardians and pupils in understanding the systems and procedures that form the Code of Behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the systems of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

Objectives:

In revising our Code of Behaviour our objectives are:

To help our pupils to develop positive mental attitudes, whereby each child

- Feels secure in his/her environment.
- Learns to distinguish between right and wrong.
- Respects all others, both younger and older.
- Accepts differences/individuality of others.
- Learns to work, play and share with others.
- Develops his/her self-esteem and is happy at school.

In our Code of Behaviour we address the following:

- 1. Guidelines for behaviour in the school.**
- 2. Whole school approach in promoting positive behaviour in our School Community – roles and responsibilities.**
- 3. Positive strategies for managing behaviour.**
- 4. Strategies for dealing with unacceptable behaviour.**
- 5. Keeping records.**

6. Procedures for notification of pupil absences from school.

7. Reference to other policies.

1. Guidelines for behaviour in the school.

The Education Welfare Act, Section 23, states that the Code of Behaviour shall specify “the standards of behaviour that shall be observed by each pupil attending the school”.

All pupils are expected to:

- Be well behaved and to treat staff, their fellow pupils and visitors with respect and courtesy at all times.
- Show respect for the property of the school and keep the school environment clean and litter free.
- Be responsible for their belongings and to respect other children’s belongings.
- Attend school regularly and be punctual.
- Try their best at all times in both schoolwork and homework.
- Listen and obey instructions of any member of the school staff while in school or during school related activities.
- Obey school rules at all times, helping to make Waterpark National School a safe place for all.

In Waterpark National School, we do not tolerate Unacceptable Behaviour, including,

- Behaviour that is hurtful – bullying, harassment, discrimination, victimisation. {Please refer to our policy on Anti-Bullying}.
- Behaviour that interferes with or prevents teaching and learning.
- Behaviour that physically hurts another person.
- Behaviour that threatens another person.
- Behaviour that physically damages the property of another.
- Behaviour that physically damages school property.
- Verbal abuse of another person, including derogatory name calling.
- Theft.
- Graffiti

Other relevant school rules and practices are listed in **Appendix 1**

A written record of incidents will be maintained in the school in accordance with the Data Protection Acts 1988 and 2003 - **Appendix 2**

The school recognises that there are times and factors in a child’s life that may influence their behaviour. These will of course be taken into consideration and the child and his/her behaviour may be accommodated as a result.

In compliance with Section 23 (4) of the Education Act, prior to registering a pupil, parents/guardians will be issued with a copy of the school’s Code of Behaviour and on application, parents/guardians will be asked to confirm in writing that they accept the school’s policy *‘and that they shall make all reasonable efforts to ensure compliance with such code’*.

2. Whole school approach in promoting positive behaviour in our School Community – roles and responsibilities.

‘A positive school ethos is based on the quality of relationships between teachers and the ways in which pupils and teachers treat each other. This positive ethos permeates all the activities of the school and helps in forming a strong sense of social cohesion within the school’. (Circular 20/90)

2.1 Staff

Staff members are consulted at the planning stage of each policy document and new staff members are given a copy of the Code of Behaviour.

The school’s Social Personal and Health Education (SPHE) curriculum is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship. (See SPHE policy).

General behavioural issues are often the focus of staff meetings where specific incidents may/would be raised and, as a result, strategies devised, implemented and monitored.

The staff will ensure they communicate to parents/guardians any concerns in relation to their child’s behaviour and well-being.

Behavioural concerns may be brought to the attention of the pupils in class situations by the principal or teacher. Similar information may be conveyed to parents through a letter or a phone call.

The Code of Behaviour is given to each family upon enrolment. It is also posted on the school website.

2.2 Board Of Management:

‘The Board of Management has a role to play in the maintenance of desirable standards of behaviour in a school. It should be supportive of the Principal Teacher in the application of a fair code of behaviour and discipline within the school’ (Circular 20/90)

The Board of Management provides a supportive role to the principal and the teaching staff in the positive implementation of the school Code of Behaviour. The Chairperson and the Principal consult on a regular basis and, if necessary, discuss behavioural concerns. Where necessary, concerns regarding behaviour are raised at Board of Management level. In addition, the Board actively promotes proactive staff involvement in behavioural concerns and to this end will fund where appropriate, opportunities for staff development in the area of understanding behaviour and its management.

The Board of Management will be informed if severe steps such as suspension and expulsion have to be taken. The Board is aware of its position and its role in the suspension and expulsion of a pupil from the school. Each case is reviewed on its own merit.

2.3 Parents/ Guardians:

‘Schools need the support of parents in order to meet legitimate expectations with regard to good behaviour and discipline’. (Circular 20/90)

We strive to foster a positive relationship between the parents and the staff of the school. Parents are actively involved in the school in a variety of ways. Parents serve on the Board of Management, the Parents' Association and on various school committees e.g. Green School Committee, Active Flag Committee etc.

It is vital, for the benefit of all, that parents/guardians help the staff to help their children.

The school would therefore request that parents:

- Read this policy and share the contents with your children.
- Give supportive co-operation to benefit your children.
- Co-operate with the school's system of rewards and sanctions.
- Ensure children are punctual and are collected on time.
- Ensure children's attendance is regular. (The school is legally obliged to notify the National Education Welfare Board (NEWB) when a child is absent for more than 20 school days annually. Extenuating circumstances withstanding).
- Give a written explanation prior to a pre-arranged absence or following a child's absence.
- Request their child be excused during school hours only with prior consultation with the principal.
- Discuss any issues, other than minor matters, at mutually agreed pre-arranged meetings.
- Attend parent/guardian teacher meetings as necessary.
- Communicate any issue(s), which trouble(s) you or your child (ren) at an early stage.
- Help children with homework and ensuring that it is completed.
- Ensure children have the necessary books and materials for school.
- Ensure children have an adequate lunch in accordance with the school's healthy lunch policy.
- Ensure children wear full school uniform.

Prior to enrolment the Code of Behaviour is given to all parents/guardians. Parents/guardians are required to sign that they have read, understand and will comply with the policy.

2.4 Pupils:

Pupils play an important role in the ongoing implementation of the code of behaviour by participating in the formation of class rules at the start of the year through discussion during S.P.H.E. and other curricular areas.

The children's behaviour is continuously monitored and discussed. School rules are regularly re-enforced by the principal and teachers to ensure the ongoing implementation of the code of behaviour. Children are given the opportunity to contribute ideas to promote positive behaviour.

3. Positive strategies for managing behaviour.

3.1 Classroom:

Behavioural expectations are established in each class that are consistent with the ethos as expressed in the Code of Behaviour and which sets a positive atmosphere for learning.

Pupil input is enlisted in devising the class rules (on display in each class).

Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.

There are clear systems of acknowledging and rewarding good behaviour. We ensure that:

Merit systems are used in classes in an age appropriate manner.

Individual teachers operate reward systems within the classroom to promote positive behaviour. They may use strategies such as “Pupil of the Week”, “Star of the Week” etc.

Other strategies/incentives used may include:-

- A quiet word or gesture to show approval
- A comment on a child’s exercise book
- A visit to another class or the Principal for commendation
- Praise in front of class group
- Individual class merit awards, points awards or award stamps
- Delegating some special responsibility or privilege
- Written or verbal communication with parents/guardians
- A small gift. E.g. a pencil
- Homework vouchers may be issued as a reward for good behaviour and attitude
- Golden time may be used as a reward by Teachers with their class

Structured play is organised in classes to encourage co-operative interaction.

Classroom management techniques are utilised that ensure a variety of activities and methodologies to sustain pupil interest and motivation.

Staff pre-empt possible issues by an emphasis on ‘catching the children when they are good’ and dealing with negative behaviour firmly and discretely.

3.2 Playground – Arrangements for Yard

At any one time there are two members of the teaching staff on duty in the playground in addition to the full complement of Specials Needs Assistants (SNAs).

While the SNAs assist with yard supervision the teacher on duty is responsible for disciplinary matters and SNAs will refer children to the teacher.

Unless there are health and safety issues, SNAs are encouraged to do a general tour of the yard and not just stay with the particular child to whom they are assigned.

Staff are encouraged to walk around the playground.

Children requiring to use the toilet must ask the teacher for permission to go inside.

On wet days, pupils are supervised in their classrooms. Board games or educational DVDs are used to occupy the children at these times.

At the end of the school day, classes line up at the classroom door and are escorted outside by the class teacher.

Children who are injured and/or sick and who must stay indoors at break time(s) must have a letter from their parents and must remain outside the staffroom where they are supervised.

In the event of misbehaviour during yard time, the teacher on duty will address the issue. The class teacher will be informed of the misdemeanour when collecting his/her class. Serious incidents of misbehaviour are passed onto the Principal. Parents are informed if necessary. Where a child engages in repeated instances of serious misbehaviour in the yard parents may be asked to take the child home at the beginning of yard time and return him/her to the school at the end of yard time.

3.3 Other areas in the school

Pupils must walk in the corridor in single file.

When going to the bathroom pupils go one at a time.

Pupils are reminded of these behaviours regularly both in class and by the Principal.

3.4 Out of school activities

The standards and rules contained in the Code of Behaviour apply in any situation where the pupil, although outside the school, is still the responsibility of the school, e.g. school tours, games/extracurricular activities and attendance at events organised by the school.

The provisions of the Code of Behaviour apply in all these instances.

Where a student is alleged to have engaged in serious misbehaviour outside the school, when not under the care or responsibility of the school, a judgement would have to be made that there is a clear connection with the school (e.g. child in school uniform), and a demonstrable impact on its work, before the Code of Behaviour applies.

4. Strategies for dealing with unacceptable behaviour

Examples of Minor Misdemeanours

- Interrupting or arriving late for school
- Running in the school building
- Not lining up quietly
- Leaving seat without permission
- Discarding unfinished food or drink
- Dropping litter
- Not wearing correct uniform
- Not having homework signed by parent

Examples of Serious Misdemeanours and Unacceptable behaviour include

- Back answering, rudeness or aggression to adults
- Bullying (refer to anti-bullying policy)
- Preventing others from learning
- Disobedience
- Not completing homework without good reason
- Leaving the school premises during the day without the appropriate permission
- Foul language and swearing
- Making racist or offensive remarks
- Pulling down a child's pants/trousers, pulling up a child's skirt
- Biting, hitting, kicking, spitting
- Consistently disruptive in class
- Damaging property
- Refusing to cooperate with instructions and advice
- Being untruthful
- Hitting someone in the privates
- Making unkind remarks

- Direct abusive language at any member of the school community
- Threatening to injure a member of the school community
- Acting aggressively or with violence towards members of the school community
- Truancy
- Stealing

These lists are not exhaustive and other unacceptable behaviours may be added to it or included at the school's discretion.

All issues are dealt with emphasising the positive and looking for the best in the child.

Inevitably issues will occur which are not in the best interest of all concerned. Such issues will be used to explain the implications of the individual's actions in a fair consultative manner. Incidents are recorded (signed and dated) if a child is involved in inappropriate behaviour. Children may be asked to complete a Behaviour Sheet (**Appendix 3**) which Parents are required to sign. In line with our Anti-Bullying Policy we emphasize that any form of bullying is totally unacceptable. Bullying is not tolerated in our school. Any report of bullying will be investigated immediately and in accordance with our Anti-Bullying Policy. (May 2014)

Situations also arise where interventions are necessary.

In these situations the following staged methods would be employed:

- i. Reasoning.
- ii. Temporary separation from peer group or time out during yard time. Parents/guardians may be notified.
- iii. Withdrawal of privileges e.g. loss of merits, homework pass, class outings. Parents/guardians may be notified.
- iv. Detention during break or part of a break. Parents/guardians may be notified. Children may be asked to complete a Behaviour Sheet (**Appendix 3**) which Parents are required to sign.
- v. Constructive additional work (countersigned by parents/guardians).
- vi. Referral to the Deputy Principal, Principal.
- vii. Meeting with parents/guardians, class teacher and/or Principal and in some cases the child.
- viii. Meeting with parents/guardians, class teacher and /or Principal and /or Board of Management and in some cases the child.
- ix. Suspension.
- x. Expulsion

4.1 School Staged Approach

The degree of misdemeanours will be judged by the teachers and or the Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours and on the individual child, their needs and their history, and the safety and well-being of that child and others. A record of continuous inappropriate behaviour and all instances of serious unacceptable behaviour will be kept.

The support of parents/guardians will be encouraged to assist the pupil in improving behaviour. Joint strategies may, at a later stage of the process, be drawn up to this end.

Initially the class teacher would deal with any change in behaviour and be involved in stage methods outlined above depending on the frequency and severity of the misdemeanour. Teachers may design a behaviour management plan if necessary in consultation with Learning Support/Resource teachers. Sanctions will be at the teacher/principal's discretion and will be appropriate to the severity of the misdemeanour.

Parents/guardians would be involved in the process at stage (v) if they have not already been informed. Again this would depend on the severity of the behaviour and the track record of the pupil.

Additional staff members are involved at stage (vi).

If nothing is resolved by the end of stage (vii), the Board of Management will become involved.

Following the involvement of the Board of Management, warnings and advice will be given to the parents/guardians and child regarding the possibility of suspension.

Frequent discussion of this document and its review will keep it fresh in the minds of all the staff. Consistency in applying the code is essential. Records of the stages and clear communication are essential in ensuring the success of the policy.

Each child in the school is treated as an individual and while only one list of rules exists – the child, circumstances and past history of behavioural issues would be taken into consideration. Children with Special Education Needs (S.E.N.) would also often have behavioural targets as part of their Individual Education Programmes (IEPs). The level of their difficulty and the depth of their understanding would also be taken into consideration if they have breached the Code of Behaviour. As is the case with any individual, a degree of flexibility is required when dealing with children with S.E.N. Staff and pupils need to have an awareness and understanding of these children to facilitate appropriate behaviours.

4.2 Involving parents in the management of challenging/disruptive behaviour

'It is better to involve parents/guardians at an early stage than as a last resort'. (Circular20/90)

The following is the school's approach to involving parents when a pupil's behaviour is a source of concern: The class teacher will make initial contact with parents when there is a concern regarding a pupil's behaviour. Parents/guardians are invited to a meeting with the class teacher, where the class teacher discusses the situation and outlines the plans to deal with the behaviour of the pupil concerned.

Parents/guardians are asked to contact the school if they have concerns regarding their child. Early intervention is imperative to prevent escalation of misbehaviour. This is also communicated to the parents at the Infant Induction meeting in May/June.

4.3 Managing aggressive or violent behaviour

Children who are prone to emotional disturbance or show signs of violent behaviour are referred for psychological/clinical assessment, following consultation with the Principal, SENCO (Special Education Needs Co-ordinator), SENO (Special Education Needs Organiser) and parents/guardians.

Through the SENO, appropriate support is sought from services available, e.g. Health Service Executive, National Education Psychological Service (NEPS), etc.

Within our Special Education Team, there is expertise and experience in dealing with children with difficult behaviours. This expertise and experience is sought when devising IEPs for these specific children. Class Teachers would also be briefed on their needs and the necessary support agencies that would be of benefit e.g. Special Education Support Services (SESS).

The Board of Management funds Staff Development in this and other areas and teachers are actively encouraged to attend relevant and beneficial courses to this end.

In the event of seriously violent or threatening behaviour causing a risk to the safety of the pupil himself or the safety of other pupils or staff the parents/guardians of the child in question will be contacted immediately and asked to remove the child.

Where the child in question has not been assessed, there will be temporary exclusion while consultation takes place with the Special Education Needs Organiser regarding appropriate resourcing, alternative placement etc., and other agencies NEPS, etc.

4.4 Suspension/ Expulsion procedures

The Education Welfare Act, 2000, stipulates that a Code of Behaviour shall specify... *'the procedures to be followed before a pupil may be suspended or expelled from the school concerned'* and *'the grounds for removing a suspension imposed in relation to a pupil'*. (Section 23(2) c, d)

Suspension:

Suspension is defined as:

Requiring the student to absent himself/herself from the school for a specified, limited period of school days.

During the suspension, the student retains their place in the school.

'The Principal shall inform the Education Welfare Officer, by notice in writing, when a pupil is suspended from a recognised school for a period of not less than six days'. (Section 21 (4) a)

Circular 20/90 states that *'Parents/guardians should be informed of their right to come to the school and be invited to do so in order to discuss the misbehaviour with the Principal and/or the class teacher. This should always be done when the suspension of a pupil is being contemplated'*.

If further incidents of repeated serious misbehaviour or unacceptable misbehaviour occur, a further meeting will be convened. The parents/guardians and where appropriate, the pupil will be required to sign a joint copy of the school's rules and an undertaking of compliance. Failure to do so will lead to **suspension**. If the signed undertaking and rules are adhered to and no further incidents of repeated misbehaviour or gross misbehaviour occur then the matter will rest.

The Board of Management will be consulted when the Principal feels suspension may be warranted (exclude a pupil from the school for a maximum initial period of three school days (Rule 130, Section 5, Rules for National Schools)

Parents are invited to the school to discuss the possibility of their child's suspension.

If a pupil has been suspended for a particular length of time pending the putting in place of specific resources and said resources have been put in place before the term of suspension is up, the pupil may return to school. A pupil may also return to school following a successful appeal either to the Board of Management or the General Secretary of the Department of Education and Skills.

Procedures in respect of suspension:

The authority and decision of suspension of a child will lie with the Board of Management.

The Board of Management will:

Inform the student and their parents about the complaint – how it will be investigated and that it could result in suspension (preferably in writing).

Give the parent and student an opportunity to respond, before a decision is made and before any sanction is imposed.

Ensure fair procedures: the right to be heard and the right to impartiality.

Ensure that all records are kept.

Ensure that in the case of immediate suspension, parents will be notified and arrangements will be made for collection of the child.

Implementing the Suspension:

The Board of Management should notify the parents and the student (if appropriate age) in writing of the decision to suspend and then the letter should confirm:

1. The period of suspension and the dates from which the suspension will begin and end.
2. The reasons for the suspension
3. Any study programme to be followed
4. The arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example parents might be asked to reaffirm their commitment to the Code of Behaviour)
5. The provision for an appeal to the Board of Management
6. The right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998 – section 29)

Immediate suspension:

In exceptional circumstances, the Principal or in her absence, the teacher deputising may consider an immediate suspension to be necessary where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school, or any other person, including themselves.

Following discussion with all relevant partners (ie. Board of Management, Principal, Teacher(s), Parent(s) and student if appropriate age) it has been agreed that suspension may also be imposed for the following serious breaches of School Rules:

- Any incident of serious misbehaviour or unacceptable misbehaviour such as direct abusive language at any member of the school community or acting aggressively or with violence towards members of the school community.
- Any display of excessive violence and /or unacceptable forms of aggression towards another child or member of staff.
- Insolent, defiant or derogatory behaviour.

The Period of Suspension:

General length of suspension is no more than three days for any single incident.

In exceptional circumstances the Principal, under the guidance of the Board of Management can increase the period having made the case to the Board.

If a suspension longer than three days is being proposed the Principal will refer the matter to the Board of Management for consideration and approval, giving the circumstances and expected outcomes.

The Board of management may wish to authorise the Principal, with the approval of the Chairperson, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.

The Board of Management should normally place a ceiling of ten days on any one period of suspension imposed by it.

The Board will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which the pupil has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998. These provisions enable the school authority to give the pupil a reasonable time to reflect on his behaviour while avoiding loss of teaching time and loss of contact with the positive influences of the school. They recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach twenty days in one school year and therefore might lead to appeal.

Grounds for Removal of Suspension:

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

Returning to school:

When the period of Suspension is over, every effort will be made to accommodate the smooth reintegration of the student. Before the pupil returns to school, a meeting is held with the pupil, principal and parent/guardian to ensure a positive re-integration.

Although a record of the reason for suspension will exist, the pupil returns to the school with a fresh start and the school expects the same behaviour from him as it expects from all other pupils. To this end an Individual Behaviour Plan (IBP) will be drawn up and support put in place to assist the child. The progress of this IBP will be closely monitored.

4.5 Expulsion (permanent expulsion)

The authority to expel a child lies with the Board of Management of the school. This is a serious step and is one that is taken only in extreme cases of unacceptable behaviour. Before arriving at the decision to expel, the school, Principal and Board of Management will have done all in their power to avoid such a measure.

Expulsion is considered when other interventions have been exhausted:

- Meeting with parents/guardians and the pupil to try to find ways of helping the pupil to change his behaviour.
- Making sure the pupil understands the possible consequences of his/her behaviour, if it should persist.

- Ensuring that all other options have been tried.
- Seeking the assistance of support agencies.

The decision to expel: A proposal to expel a pupil requires serious grounds such as that:

- The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The pupils continued presence in the school constitutes a real and significant threat to safety.
- The pupil is responsible for serious damage to property.

Procedures in respect of expulsion:

- i. A detailed investigation carried out under the direction of the Principal.
- ii. A recommendation to the Board of Management by the Principal.
- iii. Consideration by the Board of Management of the Principal's recommendation, and the holding of a hearing.
- iv. Board of Management deliberations and actions following the hearing.
- v. Consultations arranged by the Educational Welfare Officer
- vi. Confirmation of the decision to expel.

Expulsion for first offence:

There are exceptional circumstances where the Board of Management would give consideration to expelling a pupil for a first offence, including:

- A serious threat of violence against another pupil or member of staff.
- Actual violence or physical assault.
- Possessing/ supplying illegal drugs to other pupils in school.
- Sexual assault.
- Serious deliberate damage to school property.

Appeals:

A parent/guardian may appeal a decision to expel to the General Secretary of the Department of Education and Skills and/or to the National Educational Welfare Board.

5. Keeping Records

In line with the school's policy on record keeping and data protection legislation, records are kept in relation to pupils' behaviour. These records are written in a factual and impartial manner.

Class Level: Each teacher monitors the behaviour of the children in their individual class and records as appropriate. At the discretion of the class teacher, incidents of serious misbehaviour will be reported to the principal.

End of year reports include a reference to behaviour. Parents have been kept up to date during the year regarding behaviour issues.

Playground: The class teacher is notified of incidents of misbehaviour at the end of each lunch period. The class teacher will then decide when/if to inform Principal and parents of the incident.

School Records:

Each teacher will also keep individual records of misbehaviour as appropriate.

The following formal records are kept at school level;

Factual reports of particular incidents

Communication between school and home

Communication with outside agencies.

Files will be identified using roll numbers rather than individual pupils' names.

The Principal will manage the updating, storing and access to these records.

6. Procedures for notification of pupil absences from school

We actively encourage our pupils to attend school. Attendance is acknowledged in the end of year report and attendance is celebrated by presenting of certificates to children.

The Education Welfare Act, 2000, Section 23 (2) (e) states that the Code of Behaviour must specify *'the procedures to be followed in relation to a child's absence from school.'* Section 18 stipulates that parents must notify the school of a student's absence from school and the reason for this absence.

Parents/Guardians send in a note informing teachers in writing of their child's absence from school and the reason for this absence. These notes are signed and dated and kept for one succeeding school year.

When a child has been absent for twenty days or more the Education Welfare Officer will be notified (Section 21). On enrolment and on an annual basis, parents/guardians are reminded of the Educational Welfare twenty day ruling.

7. Reference to other policies

The following school policies also have a bearing on the Code of Behaviour

SPHE

Anti-Bullying

Enrolment

Health and Safety

Special Education Needs

Attendance

Supervision

Homework

Success Criteria Indicators of the success of the policy include:

- Observation of positive and improved behaviour in classrooms, corridors, playground and school environment.
- Practices and procedures listed in this policy being consistently implemented by teachers.
- Positive feedback from teachers, parents/guardians and pupils.

Roles and Responsibilities

It is the role and responsibility of the Board of Management in co-operation with the Principal, staff and parents to oversee the implementation of this policy.

Implementation

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

Ratification and Review

This policy was ratified by the Board of Management on

Date: 27 May 2015

Signed: Mr Richard Hickey, Chairperson

This policy was reviewed by the Board of Management on

Date: 14th June 2017.

Signed: Mr Michael Forristal, Chairperson

It will be reviewed by the Board of management in May 2019.

Appendix 1

School Times

The school operates between the hours of 8.40a.m and at 2.20pm. Infant classes finish at 1.20pm.

Pupils are accepted into the school from 8.40a.m. Pupils should not be left unsupervised before this time. No responsibility is accepted for the pupils outside of these times except when the pupils are engaged in a pre- arranged activity such as an education visit or sport.

If the children should arrive earlier then 8.40a.m., they are expected to line up in the yard.

Absences

Every absence of a child must be accounted for by forwarding a note signed by a parent or legal guardian. Messages by phone are acceptable in cases of emergency but must always be followed up with a written signed notification.

General Safety

In the interests of safety, ball games are not permitted on school grounds before 8.40.a.m. Breaches of this may lead to exclusion from schoolyard.

Cyclists must dismount on reaching the school grounds and walk to the area where bicycles are stored. Cycling in the school grounds is not permitted either before or after school.

Scooters and skateboards should also be dismounted on reaching the school grounds and walk to the area where they are stored.

Parents are reminded that for safety reasons only staff cars can access the car park.

Healthy Lunch Policy

The school operates a healthy lunch policy. In addition to the recommendations and restrictions within the policy, the following points apply:

Chewing/ bubble gum and fizzy drinks are strictly forbidden.

All uneaten food must be taken home. Pupils are strictly forbidden to discard uneaten food.

Homework

School homework is allocated by the class teacher and must be completed to the best of the child's ability. When this is not possible, it is expected that the teacher will receive a written note from a parent or guardian.

Illness

The school should be notified immediately whenever a pupil is to be found suffering from an infectious illness or condition. Examples: flu, chickenpox, head lice. An ill child should never be sent to school.

Mobile phones and electronic games

The use of mobile phones by children, during the school day, is not allowed without permission from the class teacher. The teacher has the right to allow or disallow the making of a call. The teacher will take into account the reason for the call and its importance/relevance, the timing of the call and the disruption, if any it may cause to the work of the class/teacher/pupil.

Mobile phones must be switched off upon reaching the school grounds and remain switched off at all times during the school day, including break times. Breaches of this rule will lead to confiscation of the phone.

Parents/guardians will be contacted by the school to arrange for the return of the item.

Students are specifically not allowed to take photographs of other pupils or staff.

The school accepts no responsibility for the care of a mobile phone.

Electronic devices such as iPods, DS, Tablets, etc., must not be brought to school.

Punctuality

The school opens to receive pupils at 8.40 a.m. each morning. Parents should ensure that their children arrive at school before 8.50 a.m. Latecomers interrupt the work of the class and can distract the other people. A note of explanation is required when children are late.

School uniform

In keeping with the school tradition, proper school uniform must be worn at all times except on PE days when the school tracksuit and school polo shirt should be worn. Parents/guardians are asked to ensure that children are in proper uniform. All property must be clearly labelled.

The school uniform consists of grey jumper with school crest, grey shirt, red and black school tie, grey trousers and **black shoes**. Girls have the choice of wearing grey trousers or skirt or pinafore and grey stockings or tights.

The school tracksuit is black with red detail and school crest. The polo shirt is red with the school crest. Runners should be worn on P.E. days for Health and Safety reasons. If students are not wearing runners, they cannot participate in P.E. lesson.

A change of clothes is necessary for after school activities.

For Health and Safety reasons, children should not wear jewellery, except small studs in their ears. If they do, they will be asked to remove it. The school will not accept any responsibility for any lost or damaged jewellery.

Children should not wear make up to school. If they do, they will be asked to remove it.

No distracting or outlandish hairstyles or any hair dye of any kind will be accepted under any circumstances.

School property

Every child has the right to his/her personal property. However, the school takes no responsibility for personal property. Parents are asked to have the pupils name on items of personal property.

In the event of deliberate damage to school property, the parents/guardians of those responsible will be expected to pay for repair or replacement of same.

School tours

School outings and tours are designed for the educational, social and recreational benefits of the pupils. However, if individual pupils are deemed to be at risk to themselves or to other pupils, they can, in exceptional circumstances, be refused permission to participate. In such cases, alternative arrangements will be made for them in the school. The Code of Behaviour applies to children on tours and all school related activities.

Respect and Courtesy

All students are expected to treat staff, their fellow pupils and visitors with respect and courtesy. The use of foul language and any form of bullying is unacceptable. Truthfulness and honesty are expected from children at all times. Telling lies is considered a serious breach of this expectation.

Appendix 2

Waterpark National School Challenging/Disruptive Behaviour Incident Report Form

Pupil Number:	
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What event was taking place at the time of the incident?	
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Location and time of the incident:	
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Describe what Happened:	
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What adults were Present?	
----------------------------------	--

Who was Involved?	
--------------------------	--

Were there Injuries sustained?	
---------------------------------------	--

Who dealt with the situation?	
--------------------------------------	--

How was it resolved?	
-----------------------------	--

Any follow up required?	
--------------------------------	--

Were parents/guardians Informed?	
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Signed:	Date:
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Appendix 3

WATERPARK NATIONAL SCHOOL BEHAVIOUR SHEET

Name: _____

Date: _____

Time of incident: _____

This is the classroom/yard rule I chose not to follow: _____

This is what happened: _____

This is why I did it: _____

This is what I could have done: _____

Teacher's comments: _____

Other comments:

Student Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Parent/Guardian: _____

Date: _____