



Waterpark National School Code of Behaviour

Introductory Statement:

Waterpark National School strives to provide a well-structured, caring, happy and secure environment for the intellectual, spiritual, physical, moral and cultural needs of the pupils. We endeavour to enhance the self-esteem of everyone in the school community, to instil in the pupils respect for themselves, others and property, and to encourage in them the ideal of being responsible.

Waterpark National School aims to provide a strong framework which encourages and reinforces positive behaviour, creates an atmosphere where there is good order and where pupils and staff can teach and learn in a safe environment, which is relatively free of disruption. School rules are necessary to provide such an environment.

The school climate and atmosphere is created by the actions and behaviour of everyone in the school. Respect for others and cooperation amongst pupils, parents, staff and Board of Management are the guiding factors in our Code of Behaviour. To ensure that the school's high expectations for behaviour are achieved, and to ensure pupils will derive maximum benefit from their schooling, the Code of Behaviour requires the fullest cooperation from everyone in our school community.

Rationale:

Promoting good behaviour in our school has a very high priority. We endeavour to create a warm, caring, safe atmosphere where pupils are valued and encouraged to care for themselves, each other and for their school. Respect for, and politeness towards, staff, visitors and pupils is of prime importance. The quality of relationships between members of the school community is a powerful influence on behaviour in our school. Therefore, it is the responsibility of all staff, students, parents and Board of Management 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), the Bí Cineálta Procedures for Primary and Post-Primary Schools 2024, Children First National Guidance 2015, Child Protection Procedures for Primary and Post-Primary Schools 2017 and Data Protection 1998 -2018 and EU General Data Personal Regulation 2018 (GDPR).

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.

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 ensure their cooperation and support 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”.

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)

The elements of a whole-school approach to behaviour include:

- an ethos, policies and practices that are in harmony
- a teamwork approach to behaviour
- a whole-school approach to curriculum and classroom management
- an inclusive and involved school community
- a systematic process for planning and reviewing behaviour policy

2.1 Staff

Staff members are consulted at the planning stage of each policy document and new staff members are given access to 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.

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 in person, by phone, or a letter home.

The Code of Behaviour is given to each family upon enrolment. It is also available 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, Health Promoting School Committee etc.

Parental support is vital for the promotion of positive behaviour and the maintenance of high standards of behaviour. 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 to the school 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 discussion and formation of class rules at the start of the year.

The pupil's behaviour is continuously discussed, monitored and reviewed. School rules are regularly reinforced by the principal and teachers to ensure the ongoing implementation of the Code of Behaviour. Pupils are encouraged to take personal responsibility for their learning and their behaviour, and are given the opportunity to contribute ideas to promoting positive behaviour in school.

All pupils are expected to:

- Attend school regularly and be punctual.
- Try their best at all times in both schoolwork and homework.
- Obey school rules at all times, helping to make Waterpark National School a safe place for all.
- Be responsible for their own work and respect other students and their learning.
- Be responsible for their belongings and to respect other student's belongings.
- 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.
- Listen and obey instructions of any member of the school staff while in school or during school related activities.

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

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 and these rules are on display in each class. Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave.

Good behaviour is recognised and acknowledged in our school. There are clear systems of acknowledging, rewarding and promoting good behaviour. These 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
- Awards such as "Pupil of the Week", "Star of the Week" "Most Improved Handwriting" etc.
- Attendance awards/certificates
- Written or verbal communication with parents/guardians E.g. a postcard home
- Individual/Group/Class merit award systems E.g. class dojo, caught being good jars, raffle tickets, class charts etc.
- Delegating some special responsibility or privilege
- Written or verbal communication with parents/guardians
- A small gift/prize. E.g. a pencil
- Homework vouchers
- Golden time

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

Break times are now staggered, even classes go out together to a designated area, odd classes go out together at different times. At any one time there are two members of the teaching staff on duty in the playground assisted by Specials Needs Assistants (SNAs).

While the SNAs assist with yard supervision the teacher on duty is responsible for major disciplinary matters or continuous misbehaviour and SNAs will refer children to the teacher in these cases.

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

On wet days, pupils are supervised in their classrooms.

In the event of misbehaviour during yard time, the teacher on duty will address the issue. Pupils may be put on time out at the discretion of the supervising teacher.

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

Each class has been assigned their own designated area to line up and wait for their teacher when school starts.

At break-times and home-time pupils are collected by their teacher from the yard and brought to the yard by their teacher to their designated areas.

Pupils must walk in the corridor in single file.

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

Pupils are encouraged to take one step at a time when using any steps or stairs throughout the school.

Pupils should move about the school in a quiet orderly manner, taking care not to shout or engage in rough play.

Pupils should ensure that their coats, bags etc. are stored properly in classrooms.

Pupils must show respect for school property and the property of others at all times.

Courteous behaviour (e.g. standing back to let adults by at doorways, greeting teachers and other adults) is encouraged.

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. Unacceptable behaviour

Despite the best efforts of schools, inappropriate behaviour happens. Even minor breaches of the code of behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the student's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and teachers.

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

Minor Misbehaviour

The following are examples of minor misbehaviour:

Interrupting class work (e.g. walking around the classroom without permission, throwing objects, talking when teacher or another pupil is talking, interrupting the teacher, shouting out answers, talking over another pupil, talking out of turn, making noise, swinging on chairs etc.) / Running in the school building / Littering around the school / Disruptive behaviour in the bathroom / Being discourteous or unmannerly / Laughing/ sniggering/sneering at other children / Not completing homework without good reason / Inappropriate behaviour or gestures / Name calling / Disobeying teacher's instructions/ Carelessness with books and stationary, scribbling/drawing on school books / Drawing on tables, being careless with another pupil's property/ Unruliness in the classroom, on the stairs or in the hall / Talking out of turn / Lack of compliance with school policy on hair, makeup, jewellery and uniform.

(This list is not exhaustive)



Serious Misbehaviour

The following are examples of serious misbehaviour:

Constantly disruptive in class / Telling lies and/or spreading rumours about others / Blackmail, threatening and intimidation / Stealing / Persistently not working to full potential / Damaging others' property / Refusal to do work assigned / Refusal to co-operate with the teacher / Bullying – physical, verbal, cyber (Ref: Anti-Bullying Policy) / Disrespect, answering back or ignoring a staff member / Throwing objects at others/ Continuously not completing homework / Negative physical contact e.g. pushing, hitting, biting, spitting, kicking, tripping up, pulling hair, punching etc. / Gestures of defiance and using bad language/ Endangering self or fellow pupils in the class or the yard / Using unacceptable language / Inappropriate use of the internet/ Deliberate, continual disobedience/ Spitting / Deliberate exclusion of peers / Using mobile phone in school / Leaving school grounds without permission during school day / Making racist or offensive remarks / Pulling down a child's pants/trousers, pulling up a child's skirt/ Direct abusive language at any member of the school community.

(This list is not exhaustive)

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

Gross Misbehaviour

The following are examples of gross misbehaviour:

Serious assault on another pupil/staff member e.g. physical, verbal / Serious damage to school property / Serious theft of school/staff property / Consistent bullying of another pupil e.g. emotional, physical, cyber / Bringing weapons or dangerous substances to school / Smoking / Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate / Setting fire to school property / Purposely activating school fire alarm/ Aggressive, threatening or violent behaviour towards a member of staff or a pupil / Vandalism.

(This list is not exhaustive)

Note: Intentional coughing or spitting at a member of staff or another pupil and/or threatening to do so, will be considered as serious misbehaviour. Such behaviour, depending on the circumstances may also be viewed as gross misbehaviour and therefore subject to the consequences listed below.

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

Strategies for dealing with unacceptable behaviour

All issues are dealt with emphasising the positive and looking for the best in the child. Teachers will use their professional judgement and their knowledge of the child and the particular circumstances of the behaviour or incident in responding to unacceptable behaviour and in selecting the appropriate sanction. The sanction will be proportionate to the behaviour or incident in question. The sanctions include;

- Temporary separation from peer group within the class.
- Time out during playtime in the yard.
- Withdrawal of privileges e.g. loss of merits, homework pass, class outings.
- Constructive additional work.
- Detention during break or part of a break.
- Referral to the Deputy Principal/ Principal.

- Meeting with parents/guardians, class teacher and/or Principal and in some cases the child.
- Meeting with parents/guardians, class teacher and /or Principal and /or Board of Management and in some cases the child.
- Reduced school day with plan in place.
- Suspension.
- Expulsion

Inevitably issues may 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. A written record of incidents may be maintained in the school in accordance with Data Protection 1998 -2018 and EU General Data Personal Regulation 2018 (GDPR).- **Appendix 2.**

Children may be asked to complete a Behaviour Sheet (**Appendix 3**) which Parents are required to sign.

A Code of Behaviour class sheet to be displayed in all classes and used by each teacher. (**Appendix 4**)

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.

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 Educational Needs (S.E.N.) would also often have behavioural targets as part of their School Support Plans. 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. National Council for Special Education (NCSE).

The Board of Management fund 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/herself 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 may 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."

Before resorting to suspension the normal channels of communication between school and parents will be utilised. Parents will be involved at an early stage rather than as a last resort. Communication with parents will be verbal or by letter depending on the circumstances. The parents concerned will be invited to the school to discuss

their child's behaviour and they will be given an opportunity to respond before a decision is made and before any sanction is imposed.

Circumstances relating to the allegations will be investigated in a fair and impartial manner. Investigations where possible, will be carried out by a senior member of staff and/or the Principal. The Principal will make a decision in an objective way based on the findings.

For repeated instances of serious misbehaviour suspension will be considered. Aggressive, threatening or violent behaviour towards another person (pupil or staff) will be regarded as serious or gross misbehaviour, depending on circumstances. Where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils and staff the Board authorises the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents. Any suspension in excess of 3 days requires the approval of the Board of Management.

If a decision is made to suspend a pupil, under natural justice, the parents may appeal the decision to the Board of Management. This appeal must be submitted in writing to the Board of Management stating the reasons for the appeal within 7 days of the date of notification of suspension. Parents will be informed of the decision of the Board of Management within 7 days of the receipt of the written appeal.

Parents will be informed in writing of:

- the duration of the suspension
- reasons for the suspension
- arrangements for returning to school including a commitment to be entered into by the parents and pupil re-affirming their acceptance of the Code of Behaviour
- the right to appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science if the suspension period bring the cumulative period of suspension to 20 school days or longer in the school year (Section 29 Education act 1998, amended 2007).

When any sanction, including suspension, is completed, a pupil will be given the opportunity and support for a fresh start. 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.

Suspension will be implemented in accordance with the terms of Rule 130 (5) of the Rules for National Schools.

4.5 Expulsion (permanent expulsion)

Expulsion is a very serious step and will only be taken by the Board of Management in extreme cases of unacceptable behaviour (see p.81, Developing a Code of Behaviour; Guidelines for Schools) which may include:

- the pupils 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.

In the event of expulsion being considered by the Board of Management fair procedure and procedures prescribed by the Education Welfare Act 2000 will be followed. Suspension/expulsion procedures are in accordance with the Education Act (1998).

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

The school BoM is a *data controller of personal data* relating to its past, present and future staff, students, parents/guardians and other members of the school community. All such data is treated in accordance with the Data Protection legislation and the terms of our Data Protection Policy.

Data relating to individuals will only be processed in a manner consistent with the purposes for which it was gathered. Information will only be disclosed on a 'need to know' basis, and access to it will be strictly controlled.

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

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 the school 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. Parents are encouraged to input attendance reasons on Aladdin Connect to alert the teacher and record the absence.

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

Bí Cineálta – Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

Admission

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.

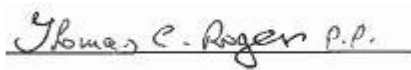
Roles and Responsibilities

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.

Ratification and Review

The most recent review of this policy took place in June 2025 and the changes resulting from this review were adopted by the Board of Management on June 4th 2025.

Signed: Fr. Thomas Rogers, Chairperson



Date: This policy was reviewed and ratified by the Board of Management on
June 4th, 2025

Appendix 1

School Times

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

Pupils from all classes are accepted into the school from 8.40a.m. Pupils should not be left unsupervised before this time. No responsibility is taken 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 than 8.40a.m., they are expected to line up in their designated line area.

Absences

Every absence of a child must be accounted for by forwarding a note to the school 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 or email to explain absences. Parents are encouraged to use Aladdin Connect to report absences to the school.

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 at the front gate 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 at the front gate 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 or message on Aladdin Connect from a parent or guardian. Please see separate Homework Policy.

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, electronic devices and smart watches

Parents/Guardians of children in the senior classes sometimes find it necessary for their child to bring a mobile phone to school due to safety issues when they are taking the bus or walking home. If Parents/Guardian deem it is essential for their child to have a mobile phone for these reasons, a permission slip must be filled in and signed by parents/guardians before the phone is brought to school. **(Appendix 5)**

The use of mobile phones by children, during the school day, is not allowed without permission from the class teacher. 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 must not be brought to school unless they are used by a child with additional needs who requires assistive technology.

Smart watches with photographic and/or audio/video recording capability are not permitted in school.

Punctuality

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

School uniform

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, white 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 socks 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. lessons.

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 all 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:	
What event was taking place at the time of the incident?	
Location and time of the incident:	
Describe what Happened:	
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?	
Signed:	Date:



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:** _____



Appendix 4

Code Of Behaviour – Class Sheet

All pupils are expected to:

Attend school regularly and be punctual.	Try their best at all times in both schoolwork and homework.
Obey school rules at all times, helping to make Waterpark National School a safe place for all.	Be responsible for their own work and respect other students and their learning.
Be responsible for their belongings and to respect other student's belongings.	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.	Listen and obey instructions of any member of the school staff while in school or during school related activities.

Strategies for dealing with unacceptable behaviour:

All issues are dealt with emphasising the positive and looking for the best in the child. Teachers will use their professional judgement and their knowledge of the child and the particular circumstances of the behaviour or incident in responding to unacceptable behaviour and in selecting the appropriate sanction. The sanction will be proportionate to the behaviour or incident in question.

The sanctions include;

- Temporary separation from peer group within the class.
- Time out during playtime in the yard.
- Withdrawal of privileges e.g. loss of merits, homework pass, class outings.
- Constructive additional work.
- Detention during break or part of a break.
- Referral to the Deputy Principal/ Principal.
- Meeting with parents/guardians, class teacher and/or Principal and in some cases the child.
- Meeting with parents/guardians, class teacher and /or Principal and /or Board of Management and in some cases the child.
- Reduced school day with plan in place.
- Suspension.
- Expulsion



Minor Misbehaviour

*The following are examples of minor misbehaviour:

<u>Interrupting class work</u> (e.g. walking around the classroom without permission, throwing objects, talking when teacher or another pupil is talking, interrupting the teacher, shouting out answers, talking over another pupil, talking out of turn, making noise, swinging on chairs etc.)	
Running in the school building.	Disobeying teacher's instructions.
Disruptive behaviour in the bathroom.	Being discourteous or unmannerly.
Laughing/ sniggering/sneering at other children.	Not completing homework without good reason.
Inappropriate behaviour or gestures.	Name calling.
Littering around the school.	Carelessness with books and stationary, scribbling/drawing on school books.
Drawing on tables, being careless with another pupil's property.	Unruliness in the classroom, on the stairs or in the hall.
Talking out of turn.	Lack of compliance with school policy on hair, makeup, jewellery and uniform.

*(This list is not exhaustive)

Serious Misbehaviour

*The following are examples of serious misbehaviour:

Constantly disruptive in class.	Telling lies and/or spreading rumours about others.
Blackmail, threatening and intimidation.	Stealing
Persistently not working to full potential.	Damaging others' property.
Refusal to do work assigned.	Refusal to co-operate with the teacher.
Bullying – physical, verbal, cyber (Ref: Bí Cineálta Policy).	Disrespect, answering back or ignoring a staff member.
Throwing objects at others.	Continuously not completing homework.
Negative physical contact e.g. pushing, hitting, biting, spitting, kicking, tripping up, pulling hair, punching etc.	Gestures of defiance and using bad language.
Endangering self or fellow pupils in the class or the yard.	Using unacceptable language.
Inappropriate use of the internet.	Deliberate, continual disobedience.
Spitting.	Deliberate exclusion of peers.
Using mobile phone in school.	Leaving school grounds without permission during school day.
Making racist or offensive remarks.	Pulling down a child's pants/trousers, pulling up a child's skirt.
Direct abusive language at any member of the school community.	

*(This list is not exhaustive)

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

Gross Misbehaviour

*The following are examples of gross misbehaviour:

Serious assault on another pupil/staff member e.g. physical, verbal.	Serious damage to school property.
Serious theft of school/staff property.	Consistent bullying of another pupil e.g. emotional, physical, cyber.
Bringing weapons or dangerous substances to school.	Persistently engaging in activities which have been identified by members of staff as dangerous or inappropriate.
Smoking.	Setting fire to school property.
Purposely activating school fire alarm.	Aggressive, threatening or violent behaviour towards a member of staff or a pupil.
Vandalism.	

*(This list is not exhaustive)

Note: Intentional coughing or spitting at a member of staff or another pupil and/or threatening to do so, will be considered as serious misbehaviour. Such behaviour, depending on the circumstances may also be viewed as gross misbehaviour and therefore subject to the consequences listed above..

Appendix 5

MOBILE PHONE PERMISSION LETTER

Dear Parents/Guardians,

Parents/Guardians of children in the senior classes sometimes find it necessary for their child to bring a mobile phone to school due to safety issues when they are taking the bus or walking home.

If Parents/Guardian deem it is essential for their child to have a mobile phone for these reasons, a permission slip must be filled in and signed by parents/guardians before the phone is brought to school.

If your child is being collected from school there is no reason they would need a phone in school.

In giving this permission, Parents/Guardians understand and accept that:

- Before arrival on school grounds, mobile phones must be switched off. Silent or discreet settings are not acceptable.
- The mobile phone must be placed in the student's bag and kept out of sight at all times. The mobile phone can be turned on again once the student has left school grounds and is on their way home.
- Use of mobile phones during out of school functions arranged by the school including excursions, camps, and retreats will not be permitted.
- Use of mobile phones in school hours will result in the phone being confiscated by the teacher and placed at the Principal's office for collection by the student's parents.
- The school cannot take responsibility for the replacement of damaged, lost or stolen phones.
- This permission slip covers your child bringing his/her mobile phone for the remainder of the academic year for which the permission slip is dated for.

If the student is found in violation of any of the above, the following will occur:

1. First offense: The mobile phone will be confiscated and the parent will have to come to the office to pick it up.
2. Second offense: Mobile phones must be turned into the office for the day and the student may pick it up at the end of the day. This will be the routine for the remainder of the school year.
3. Third offense: The student will lose the privilege to have a mobile phone on school grounds for the remainder of the school year.

Yours sincerely,

Board of Management



MOBILE PHONE PERMISSION

Academic Year _____

I _____ give permission for my child _____

to take his / her mobile phone to school for the following reasons:

I have read and understand the information contained in the mobile phone permission letter.

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

Date: _____