

## Waterford Educate Together National School

Paráid na bPáistí, Carrickphierish Road, Waterford City. Tel: 051 355 714

e-mail: [admin@wetns.ie](mailto:admin@wetns.ie) Roll no. 20160K



# Code of Behaviour

## Based on NEWB Guidelines

### Introductory Statement

A committee representing the whole school community was involved in revising our school policy during the months of December 2012 and January/February 2013. The policy was then submitted to the Board of Management for its consideration and ratification and is reviewed annually.

### Aims of our Code of Behaviour:

- Creating a climate that encourages and reinforces good behaviour
- Creating a positive and safe environment for teaching and learning
- Encouraging our students to take personal responsibility for their learning and their behaviour
- Helping our students to mature into responsible participating citizens
- Building positive relationships of mutual respect and mutual support among students, staff and parents
- Ensuring that the school's high expectations for the behaviour of all members of the school community are widely known and understood

### Relationship to the Ethos of our school:

The ethos of Waterford Educate Together National School can be defined as:

- Equality based - All children have equal access to the school and no one religion or worldview is given priority over another within the school.
- Co-educational and committed to encouraging all children to explore their full range of abilities and opportunities.
- Child centred in our approach to education: The individual needs of each child will be catered for. Interaction between teachers and children is encouraged and the school aims to help children to develop tolerance, creativity and self-confidence.
- Democratically run with active participation by parents in the daily life of the school, whilst positively affirming the professional role of the teachers.

### Our code of behaviour addresses:

- The standards of behaviour expected in our school
- Our school's plan for promoting good behaviour
- The ways in which our school responds to unacceptable behaviour
- Our school's plan for implementing our code of behaviour
- Our school's procedures for the use of suspension and expulsion.

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### Our code of behaviour is underpinned by the following basic principles:

- Providing Clarity
- Affirming that everyone's behaviour matters
- Focusing on promoting good behaviour
- Balancing needs
- Recognising that relationships are crucial
- Focusing on personal responsibility
- Ensuring fairness and equity
- Promoting equality
- Recognising educational vulnerability
- Attending to the welfare of students
- Attending to the welfare of staff
- Promoting safety and freedom from threat

### Rationale:

It was necessary to review our existing Code of Behaviour at this time:

- To ensure an orderly climate for learning in the school
- Under section 23 of the Education (Welfare) Act 2000, the Board of Management of each school must prepare and make available a code of behaviour for its students. The Act requires that the school code of behaviour is prepared in accordance with Guidelines issued by the National Educational Welfare Board (NEWB).

### Content:

#### 1. Guidelines for behaviour in school:

Section 23 (4) of the act states that, prior to registering a pupil, the principal teacher shall make a copy of the school's code of behaviour available to the parents of the child and that the principal will, as a condition of registration, require the parents to confirm in writing that the code of behaviour is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child (See Form A)

### Golden Rules:

Waterford Educate Together National School follows six "golden rules" to ensure that our **standards of behaviour are observed** and that our **students' learning is supported**.

They are:

1. Be kind; don't hurt anybody's feelings
2. Be gentle; don't hurt anybody
3. Be honest; don't cover up the truth
4. Look after property; don't waste or damage things
5. Work hard; don't waste time
6. Listen; don't interrupt

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These rules and standards should apply to the whole school community of students, staff and parents.

### General School Rules:

Procedures are in place to ensure that good habits/practices are developed and encouraged:

Safety: (For my own safety and that of others)

1. Follow the school rules on the stairs
2. I should walk in the school building
3. Respect agreed classroom rules
4. I should never leave the school building or grounds without permission

Caring for myself:

1. I should respect myself and my property, keeping my school bag and books in good order
2. I should be in school before class begins
3. I should bring a healthy lunch to school. Crisps and fizzy drinks are not permitted.
4. I should do my best in school by listening carefully, working hard and completing my homework.

Caring for others:

1. I should be respectful to school staff and helpers by being mannerly and polite. I should never be cheeky. I should listen to what I am told and follow instructions
2. I should be respectful to my fellow pupils by being mannerly and polite, by taking turns and being inclusive
3. I should allow my fellow pupils to do their work without disturbing them
4. I should not get involved in rough play in the playground

Caring for the school environment:

1. I should keep my school clean and tidy by putting away my books and belongings
2. I should place rubbish in the bin and recycle where possible

### 2. Whole school approach to promoting positive behaviour:

Promoting good behaviour is the main goal of our code. School management and staff actively foster a school ethos, policies and practices that help to promote positive behaviour and prevent inappropriate behaviour.

- **Principal:**
- Promotes a positive climate in the school e.g. Golden Book, Assemblies, Class of the Week
- Ensures that the Code of Behaviour is implemented in a fair and consistent manner.
- Arranges for review of the Code as required.
- 
- **Staff:**
- The quality of relationships between teachers and students is one of the most powerful influences on student behaviour. For many students, our teachers are a major source of support, adult empathy and pastoral care, and are hugely significant figures in their lives.

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- Each teacher has responsibility for maintaining discipline within his/her own classroom, while sharing a common responsibility for good order within the school premises.
- Every effort is made to respond to and inform parents/guardians of negative behaviour at an early stage.
- The school procedures for recording of and responding to negative behaviour will be followed but will be guided by a common sense approach.

**Board of Management:** The Board supports the Code of Behaviour by:

- Providing a comfortable, safe environment for staff and pupils.
- Supporting the Principal and staff in implementing the code.
- Providing opportunities for staff development through facilitating staff to attend relevant courses.
- Issues involving serious breaches of discipline are discussed at Board of Management meetings.
- Dealing with serious breaches of behaviour in collaboration with the staff.
- Ratifying the code once consultation is finished.
- Delegating authority to the principal to impose a suspension of one to three days.

- **Parents/Guardians:**

Co-operation between staff and parents/guardians is encouraged through regular communication. Parents/guardians support the school in the promotion of positive behaviour and the maintenance of high standards by:

- Being familiar with the code of behaviour and supporting its implementation.
- Communicating with the school in relation to any problems which may affect their child's progress/behaviour.

- **Pupils:**

Opportunities are given to the pupils to contribute to our whole school approach to promoting positive behaviour by:

- Taking part in assemblies
- Working on the School Council
- Following and modelling our "Golden Rules".

Pupils are given a fair hearing and should always feel that they may voice their concerns. It is viewed that these discussions between pupils and staff provide opportunities for learning and development.

### 3. Positive Strategies for managing behaviour:

"The most effective methodology that teachers develop in attempting to manage challenging behaviour is to prevent it occurring in the first place".

(Managing Challenging Behaviour, guidelines for teachers INTO 2004:5)

- **Classroom:**
- Teaching, modelling and following of the "Golden Rules".
- Acknowledging and rewarding good behaviour.
- A clear system (agreed to by the whole school staff) of recording negative behaviour with inbuilt steps to ensure communication at an early stage with parents and the use of appropriate strategies to encourage the learning of new behaviour patterns. (See Form B)
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation.

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### **Classroom Behaviour Strategies and Children with Additional Needs**

- At all times, parents should be consulted with and made aware of any behaviour/classroom strategies in place for children with additional needs.
- A Behaviour Plan should be agreed and drawn up by the Class Teacher, Parents, SET/SNA where relevant and responsibility for implementing the plan lies with the Class Teacher.
- Agreed methods/frequency of Communication between parents and the class teacher should be agreed in advance and be outlined in the Behaviour Plan.
- Classroom Behaviour Strategies and interventions should be adapted to consider any advice/guidance from outside professionals in relation to children with additional needs.
  
- **Playground:**
- Supervision is on a rota basis for the teaching staff. When Special Needs Assistants are employed in the school, they supervise in conjunction with the class teachers whilst also taking responsibility for the children in their care where possible. At all times, the teacher on duty remains the person responsible for supervision.
- The children follow the “Golden Rules” during breaks.
- Incidents of misbehaviour should be reported to the class teacher for recording.
  
- **Other areas of the school:**
- Our general school rules apply to ensure that good habits/practices are developed and encouraged (\*See our list of General School Rules)
  
- **School related activities/outings:**
- Standards and rules outlined in the Code of Behaviour will apply in any situation where pupils are still the responsibility of the school. Pupils are expected to follow the school’s Code of Behaviour during school tours, games, extracurricular activities and all other school-linked events. Pupils are expected to follow the direction of the teacher and accompanying adults with regard to road safety. The highest standard of behaviour is necessary on all school outings because of the increased risk to the safety of the children, and to achieve the purpose of the outing. In individual cases where the teacher, in consultation with the principal, cannot be fully satisfied that such behaviour will be forthcoming on an outing with a particular child, the child will not be allowed on the outing. Particular significance will be attached to behaviour on previous outings.

### **4. Rewards and sanctions:**

- **Rewards and acknowledgement of good behaviour:**

Every effort is made by all members of staff on a daily basis to adopt a positive approach to the management of behaviour in the school.

Teachers can choose from a variety of rewards including:

- A quiet word or gesture to show approval
- A word of praise in front of others
- A comment in a pupil’s book
- A visit to another member of the staff or the principal for commendation
- A system of merit awards
- Delegation of some special responsibility or awarding of a special privilege
- A written or verbal communication with parents
- Golden Book Entry with Principal

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- **Strategies and responding to inappropriate behaviour:**
  1. Reasoning with the pupil
  2. Communication with parent/guardians
  3. Reprimand (including advice on how to improve)
  4. Loss of merit within an award system
  5. Time out/temporary removal from peers including removal to another classroom
  6. Following consultation with the Code of Behaviour Team other appropriate strategies will be tried
  7. Referral to the principal
  8. Use of the school's agreed negative behaviour recording system (See Form B)
  
- **Involving parents in management of problem behaviour:**
  - An integral part of the school's negative behaviour recording system (See Form B) is the involvement of parents at the early stages of any perceived problem behaviour.
  - Parents/guardians will usually be contacted in the first instance by the class teacher to discuss concerns and to ensure a co-operative approach to changing the problematic behaviour. Special care will be taken in the tone and language used in any invitation/initial conversation.
  - At the appropriate stages of our recording system there are built in cues to invite parents/guardians to meetings with the class teacher, principal or chairperson of the Board of Management or a combination of same.
  - Strategies proposed by the school to support the child in learning to change problematic behaviour will be outlined to the parents/guardians to again ensure a co-operative approach and effective communication.

### 5. Suspension/Expulsion:

Schools are required, under section 23(2) of the Education (Welfare) Act 2000, to include their procedures for suspension and expulsion in their code of behaviour.

#### The Board of Management should:

- Ensure that all students and parents are advised about, and aware of, the school's policy on, and procedures for, the use of suspension and expulsion.
- Take special care to ensure that the fair procedures are accessible to people with disabilities or those from different language or cultural backgrounds.

#### Fair Procedures based on the principles of natural justice:

In a school, fair procedures apply to:

- The investigation of alleged misbehaviour that may lead to suspension
- The process of decision-making as to (a) whether the student did engage in misbehaviour and (b) what sanction to impose.

The principles of fair procedures always apply, but the degree of formality required in implementing fair procedures will depend on the gravity of the alleged misbehaviour and on the seriousness of the possible sanction.

Even informal processes, however, must be seen to be fair. The principles of ensuring **the right to be heard** and **the right to impartiality** apply in all cases.

- **Suspension:**

For the purposes of this policy, suspension is defined as:

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

During the period of a suspension, the student retains their place in the school.

#### Authority to Suspend:

Learn Together to Live Together

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The Board of Management has the authority to suspend a student.

This authority is delegated to the principal (formally and in writing and reflecting NEWB guidelines), to facilitate an immediate response to extreme breaches of the code of behaviour. In such cases the suspension will be for a period of up to three days only. The Chairperson of the Board of Management will be informed immediately of any such suspension.

### **The grounds for suspension:**

Suspension will be a proportionate response to the behaviour that is causing concern. Other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as:

- The student's behaviour has had a seriously detrimental effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to safety
- The student is responsible for serious damage to property

A single incident of serious misconduct may be grounds for suspension.

### **Determining the appropriateness of suspending a student:**

Where the purpose of a proposed suspension is clearly identified, and that purpose cannot be achieved in any other way, suspension can have value. Suspensions can provide a respite for staff and the student, give the student time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the student to change unacceptable behaviour. School management will consider the risk of any unwanted outcomes from suspension, such as an increased sense of alienation from school that could lead to a cycle of behavioural and academic problems.

### **Factors to consider before suspending a student (See Form C):**

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- Whether suspension is a proportionate response
- The possible impact of suspension

### **Suspension as part of a behaviour management plan:**

Suspension will be part of an agreed plan to address the student's behaviour. The suspension will:

- Enable the school to set behavioural goals with the student and their parents
- Give school staff an opportunity to plan other interventions
- Impress on a student and their parents/guardians the seriousness of the behaviour.

### **Forms of suspension:**

- **Immediate Suspension:**

In exceptional circumstances, the principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school, or any other person. Fair procedures must still be applied.

- **'Automatic Suspension':**

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The Board of Management has decided, as part of the school's policy on sanctions, and following the consultation process with the principal, parents, teachers and students, that particular named behaviours incur suspension as a sanction. However, a general decision to impose suspension for named behaviours does not remove the duty to follow due process and fair procedures in each case.

- **Inappropriate use of suspension:**

Students will not be suspended for:

- Poor academic performance
- Poor attendance or lateness
- Minor breaches of the code of behaviour

However, any behaviour that is persistently disruptive to learning or potentially dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

- **Suspension for a first offence:**

There may be exceptional circumstances where the Principal or Board of Management forms the opinion that a student should be suspended for a first offence. The kinds of behaviour that might result in a proposal to suspend on the basis of a single breach of the code will include:

- Behaviour which threatens the safety of him/herself and/or others
- Physical assault/aggression at a level deemed appropriately serious
- Verbal abuse
- Incidents of bullying behaviour

- **Rolling Suspension:**

A student will not be suspended again shortly after they return to school unless:

- They engage in serious misbehaviour that warrants suspension and
- Fair procedures are observed in full and
- The standard being applied to judging the behaviour is the same as the standard applied to the behaviour of any other student.

- **Informal or unacknowledged suspension:**

Exclusion of a student for part of the school day, as a sanction, or asking parents/guardians to keep a child from school, as a sanction, is a suspension. Any exclusion imposed by the school is a suspension, and should follow the Guidelines relating to suspension.

- **Open-ended suspension:**

Students will not be suspended for an indefinite period. Any such suspension would be regarded as a de-facto expulsion and would be treated as such under section 29 of the Education Act 1998.

### **Procedures in respect of suspension:**

- **Inform the students and parents/guardians:**

The student and the parents/guardians will be informed about the complaint, how it will be investigated, and that it could result in suspension.

- **Give an opportunity to respond:**

Parents and students will be given an opportunity to respond before a decision is made and before any sanction is imposed.

### **Procedures in relation to immediate suspension:**

- A preliminary investigation will be conducted to establish the case for the imposition of the suspension.

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- Parents will be notified, and arrangements made with them for the student to be collected.
- A formal investigation will immediately follow the imposition of the suspension.

### **The period of suspension:**

A student should not be suspended for more than three days, except in exceptional cases where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. In such cases the NEWB guidelines will be followed.

### **Appeals:**

The Board of Management should offer an opportunity to appeal a Principal's decision to suspend a student.

In the case of decisions to suspend made by the Board of Management, the patron - Educate Together does not provide for an appeals process.

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

At the time when parents are being formally notified of such a suspension, they and the student should be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998, and should be given information about how to appeal (See Form D).

### **Implementing the Suspension:**

The Principal should notify the parents and the student in writing of the decision to suspend. The letter should confirm:

- The period of the suspension and the dates on which the suspension should begin and end.
- The reasons for the suspension
- Any study programme to be followed
- The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
- The provision for an appeal to the Board of Management
- The right to appeal to the Secretary General of the Department of Education and Science

The letter will be clear and easy to understand. Particular care will be taken in communicating with parents who may have reading difficulties, or whose first language is not the language of the school.

### **Engaging with student and parents:**

Where a decision to suspend has been made, in order to maximize the impact and value of suspension the Principal or another staff member delegated by the Principal will meet the parents to emphasize their responsibility in helping the student to behave well when the student returns to school and to offer help and guidance in this. Where parents do not agree to meet with the principal, written notification will serve as notice to impose a suspension.

### **Grounds for removing a suspension:**

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

### **After the suspension ends:**

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

### **Re-integrating the student:**

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The school will have a plan to help the student to take responsibility for catching up on work missed. Successful re-integration goes beyond academic work. Where possible, the school will arrange for a member of staff to provide support to the student during the re-integration process.

### **Clean Slate:**

When any sanction, including suspension, is completed, a student will be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and of any sanction imposed, once the sanction has been completed the school will expect the same behaviour of this student as of all other students.

### **Records and reports:**

#### **Records of investigation and decision-making:**

- Formal written records will be kept of the investigation (including notes of interviews)
- The decision making process
- The decision and rationale for the decision
- The duration of the suspension and any conditions attached to the suspension

#### **Report to the Board of Management:**

The Principal will report all suspensions to the Board of Management with the reasons for and the duration of each suspension.

#### **Report to the NEWB:**

The Principal will report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4) (a)).

### **Review of use of suspension:**

The Board of Management will review that the use of suspension is appropriate and effective in the school, as appropriate.

- **Expulsion:**

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

#### **Authority to expel:**

The Board of Management of Waterford Educate Together National School has the authority to expel a student. As a matter of best practice, that authority will be reserved to the Board of Management and will not be delegated.

#### **The grounds for expulsion:**

Expulsion of a student will only be considered by the Board of Management in extreme cases of unacceptable behaviour. The school will have taken considerable steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

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- Meeting with parents and the student to try to find ways of helping the student to change their behaviour.
- Making sure that the student understands the possible consequences of their behaviour, if it should persist.
- Ensuring that all other possible options have been tried
- Seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Services, Child and Adolescent Mental Health Services, National Council for Special Education).

A proposal to expel a student requires serious grounds such as that:

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

In addition to factors such as the degree of seriousness and the persistence of the behaviour, school authorities will have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

### **'Automatic Expulsion':**

The Board of Management as part of the school's policy on sanctions, and following the consultation process with the Principal, teachers and students, has decided that particular named behaviours incur expulsion as a sanction. However, a general decision to impose expulsion for named behaviours does not remove the duty to follow due process and fair procedures.

### **Expulsion for a first offence:**

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code will include:

- A serious threat of violence against another student or a member of staff
- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault

### **Determining the appropriateness of expelling a student:**

Given the seriousness of expulsion as a sanction the Board of Management will undertake a very detailed review of a range of factors in deciding whether to expel a student. (See Form E)

### **Inappropriate Use of expulsion:**

Expulsion should not be proposed for:

- Poor academic performance
- Poor attendance or lateness
- Minor breaches of the Code of Behaviour

However, any behaviour that is persistently disruptive to learning or dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

### **Procedures in respect of expulsion: (See NEWB Guidelines for more details of each step)**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

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1. A detailed investigation carried out under the direction of the Principal
2. A recommendation to the Board of Management by the Principal
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

### Appeals:

A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a student.

### The appeals process:

The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals committee (Department of Education and Science). For further details about the Appeals process, refer to the current DES guidance. Information on the Appeals process will be given to the child's parent/guardian.

### Review of use of expulsion:

The Board of Management will review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors which may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

### 6. Keeping Records:

- Teachers use Forms B to record Negative behaviour and keep records of communication between home and school – completed records are kept in the principal's office.
- Incidents are recorded on an Incident Record Sheet (See Form F) and kept by the class teacher once a record has been made on Form B. Other members of staff should pass on any incident report forms which they have filled in after teaching or supervising students to the appropriate class teacher.
- Records will also be kept in the Principal's office of communication with outside agencies and the Board of Management.
- The necessary records as described in part 5 of this code (Suspension/Expulsion) will be kept in the Principal's office.

### 7. Procedure for notification of a pupil's absence from school:

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 schools of a student's absence and the reason for this absence.

Waterford Educate Together N.S. has whole school strategies to promote attendance:

- We aim to create a safe, welcoming environment for our pupils and their parents/guardians.

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- Parents/guardians of newcomers to the school are informed of procedures in relation to attendance. The importance of attendance is stressed at the meeting for new parents/guardians and at intervals in our school newsletter.
- Parents are made aware of the schools duties in the Education Welfare Act in relation to reporting the non-attendance of a child to the Education Welfare Officer.
- The principal informs the NEWB when a student is absent in excess of 20 school days.
- Parents are asked to notify the school when a child is absent for part of a school day, a school day or more than a school day by a phone call to the school office or by a note.
- Letters from parents concerning illness and doctor's certificates will be kept on file in the school for one year.

### 8. Reference to other policies:

- Anti-Bullying
- Attendance
- Enrolment
- SPHE
- Health and Safety

### 9. Success Criteria:

- Observation of positive behaviour in classrooms, playground, and school environment.
- Practices and procedures listed in this policy being consistently implemented by teachers.
- Positive feedback from teachers, parents and pupils.
- Reflection of the basic principles (listed at the start of this policy) which underpin our code of behaviour.

### 10. Roles and Responsibility:

The Board of Management, staff, parents/guardians of Waterford Educate Together national school have responsibility for supporting and implementing this policy.

### 11. Communication:

The Code of Behaviour will be circulated to the PTA, Ethos Committee, Staff, School Council and the Board of Management for consideration and consultation before ratification. Copies of the policy will be available to parents through the school office.

### 12. Timetable for Review:

This policy will be reviewed every two years in January or before if the need arises and in line with any changes in legislation. Staff, parents and pupils will be invited to make suggestions for changes. The Board of Management will ratify the reviewed policy at the next meeting following the review.

**Reviewed and approved by the Board of Management of Waterford ETNS on the 29<sup>th</sup> of September 2023.**