



Code of Behaviour

Aim

The overall aim of the Code of Behaviour in Wexford Educate Together is to ensure the development in the children a good understanding of the need for acceptable behaviour for the good of the whole school community and of the consequence for others and for themselves of unacceptable behaviour. Good behaviour will be noted and praised and children who misbehave will find that sanctions are applied in a fair and consistent manner and that their own potential for good behaviour is affirmed even as the behaviour itself is rejected. Adults in the school, all staff and parents, are expected to model the school's standards of behaviour, in their dealings with each other and with the pupils.

This code was developed with the following objectives in mind.

- To create a positive learning environment in which the overall aims and objectives of the school can be realised.
- To foster self-discipline and a sense of responsibility in pupils and promote courtesy and good behaviour patterns based on consideration of, and respect for, the rights of others.
- To ensure that school discipline allows for the smooth operation of an effective learning programme for all pupils.
- To ensure the safety and wellbeing of all children, teachers and staff
- To maintain a consistent and fair approach regarding rules, rewards and sanctions within the school
- To assist parents and pupils in understanding the procedures that form part of the Code of Behaviour, and to seek their co-operation in the application of these procedures.
- To follow the NEWB (National Educational Welfare Board) Code of Behaviour guidelines 2008

A Positive School Climate

A Whole School Approach

We endeavour, in an ongoing and consistent manner, to foster a positive school climate, which benefits the entire school community. Good day-to-day management and teaching will support most students to behave well and will create a relaxed, safe and positive school atmosphere. This includes having in place well-considered policies and procedures, creating understandable routines, setting clear boundaries, being fair, trusting children to take responsibility, "catching" children behaving well, and giving feedback when they do

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so. Positive behaviour messages are echoed continuously. At the beginning of each school year, “Friendship” is the theme for Learn Together. Children and their teachers draw up classroom rules for positive behaviour, within their Class Charters, which are put on display as a reminder for all throughout the school year. Class Charters are displayed in each classroom. Positive behaviour themes are discussed throughout the year, especially through assemblies, circle time, Learn Together (the Ethical Education Programme), and the Social, Personal and Health Education (SPHE) programme. Furthermore, new parents’ meetings, class meetings, progress meetings and other meetings provide regular opportunities to discuss positive behaviour with parents and guardians.

Children with Special Educational Needs

The school recognises that some children with specific special educational needs may need an Individual Behaviour plan drawn up as part of their school support plan. In such cases, staff will draw upon the recommendations in professional reports in consultation with Special Education Team, class teacher, special needs assistant (SNA), parents, NEPS (National Educational Psychology Service) and the child if appropriate.

Our School Rules

Attendance

If enrolled in the school, children are legally required to attend. School attendance is vitally important and any avoidable term-time absence is strongly discouraged. If a child is absent, parents/guardians must notify the school either in advance, or otherwise, on the day of return, by writing a note to the class teacher explaining the reason for absence. Teachers maintain these notes until the end of the school year. The Principal is legally required to notify any absences of 20 days and over in any school year to the National Educational Welfare Board. It is school policy to write to parents whose child has been absent for 12 or more days. Parents will be notified by letter in Term 3 if their child has missed 20 or more days of school. The school will also notify parents if they are making a referral to the National Education Welfare Board. Please see our Attendance Strategy (2017/8) for more information.

Punctuality

School commences at 8:50am each day. A child is considered to be late if they arrive after 8.50 a.m. Lateness is recorded on our Aladdin schools system so that teachers and management can monitor punctuality. The start of the school day is as vital and integral to the educational experience as any other part of the day and it is the responsibility of parents/guardians to ensure their children are present at this time. Lateness is very disruptive. In cases of persistent lateness, parents/guardians will be asked to meet with the Principal to discuss the reasons and to seek joint solutions to the problem.

Being Safe

All school policies are important, but the health and safety policy is of particular significance. Children must ensure they behave in a manner that is safe and secure for themselves and those around them, both during school hours and immediately before and after the school day. This includes, but it is not limited to: dismounting from bicycles, scooters, skateboards and the like before entering the school grounds; not bringing animals into the school grounds; staying away from out-of-bounds areas (such as railings, flowerbeds, coned areas and the car park); not running in the school building; not throwing objects; never leaving school or a school activity without permission; and not re-entering the school building at the end of the school day. Children must comply immediately with all adult requests in relation to safety issues.

Respecting Property

Children must respect their own belongings, the possessions of other people and all school property. Additionally, they are expected to respect the environment in general. This includes being tidy, not littering, not spitting, not wilfully damaging property and never stealing.

Relationships with Others

Any interpersonal relationships must be appropriate to the primary school environment. We place great emphasis on the need for respect, honesty, responsibility, kindness and forgiveness. We focus on equality, collaboration, teamwork, and the building of a strong and positive school identity. Children are expected to be courteous and listen to their teachers and to other members of staff and respond to their requests. Children must not isolate others, nor engage in name calling, or spread rumours. Bad language, verbal and physical aggression are not tolerated. Bullying is taken extremely seriously and procedures for dealing with this are outlined in our Anti- Bullying Policy.

Playground

All children have the right to a happy and safe break time. We currently have split break times for Junior – 2nd Class and another slot for 3rd- 6th Class. In dry weather the children use the playing field and during wet weather the children will use the hard surface yard. Other areas of the school environment are out of bounds for safety reasons. Children are not allowed to re-enter the building during break times without the specific permission of the teacher on yard duty. This will be regularly communicated in a clear manner to the children

- Running dangerously and playing dangerously are not allowed.
- Deliberate interference in other children's play is unacceptable.
- Offensive language in any form is unacceptable.
- Littering is unacceptable.

- Children should freeze at the first bell and walk to their line at the second bell. Children are expected to line up in an orderly fashion in the morning before school and when the bell goes after breaks.

If inclement weather does not permit outdoor breaks, children must stay seated in their places and engage in quiet activities such as reading, drawing, colouring or puzzles or a DVD. The use of computers and scissors is not allowed during indoor breaks. Indoor breaks are supervised by teacher on duty and SNAs.

Monitoring: The teacher on playground duty will monitor incidents of misbehaviour. Minor incidents will be recorded in the Minor Incident book. Serious incidents will be noted in the Accident/Incident book and the principal/deputy principal will be informed. (See also sanctions)

Homework

Homework is only given Mondays to Thursdays. If a child does not complete their homework they are given the chance to catch up during the week. However, if homework remains unfinished children will complete this work during Golden Time on Friday. Parents and guardians must sign the homework sheet (Infants) or homework journal (first to sixth class) on a nightly basis to confirm it has been completed. The school does not set written homework for the month of June to allow children to spend time outdoors in an effort to promote physical wellbeing.

School Outings

Children are reminded that they are representing the school when they are on outings. Their behaviour should bring credit to the school and should not bring the school into disrepute. Children may not bring money or electronic devices with them when they go on school outings. Parents must supply the school with permission to attend trips outside school by way of permission slip. A child cannot attend a trip if permission has not been granted by a parent/guardian.

Birthdays

Birthdays are an important part of a child's life. Class teachers may choose to acknowledge children's birthdays in a pleasant and suitable manner (for example, a happy birthday song). If they do so, it is important that no pupils are left out (for example, if birthdays fall on non-school days). No birthday party invitations, cards or presents may be distributed by children, their parents/guardians or minders within the school grounds at any time. Neither may treats (such as sweets or DVD's) be brought in with children to mark their birthdays or other special occasions due to medical needs/allergies within the school.

Dress Code

Children are requested to wear comfortable clothes with flat, well-fitting shoes. These must be clean, in a good state of repair and labelled with the child's name. The primary school setting is one where many children across a wide age range engage in many activities.

The following must not be worn:

- make-up
- dangling and unsafe jewellery
- overly elaborate hairstyles
- revealing and /or potentially offensive clothes, for example with inappropriate slogans or bad language
- 'Wheelie' shoes

Children must wear runners/trainers on their designated P.E. days. Failure to do so may result in the child not being allowed to participate in the activity. Occasionally, children may be allowed and encouraged to wear fancy dress (for example, at Hallowe'en).

Personal Electronic Devices (not including mobile phones)

Children are not permitted to bring personal electronic devices (ipods, ipads, kindle etc) to school or on school trips. Any devices found in school will be confiscated by the teacher and given back to the child at the end of the day. Parents will be notified and reminded of this school rule. The school cannot be held responsible for any loss or damage to electronic devices brought into the school.

Mobile Phones

Mobile phones must be switched off for the duration of the school day. If a child uses a mobile phone during the school day the phone will be confiscated and will not be returned to the child until a parent comes to the school or requests its return in writing. Serious misuse may result in immediate confiscation of the mobile phone, to be returned at the end of the school year.

Online Activity

Children, parents or staff may not post online or within text/Whatsapp groups any inappropriate comments, photos or videos about any member of the school community, neither inside nor outside of school, nor bring the school into disrepute in any other way through their online behaviour. Please see our Acceptable Usage Policy (AUP) for further information.

Dangerous Substances

Cigarettes, alcohol, drugs and weapons are illegal for school age children. They may never be brought onto the premises and neither is it acceptable to imitate their form or use.

Managing Behaviour in the Classroom

Below is the whole school approach to managing behaviours in the classroom. It is imperative that all teachers follow these steps when a child is not behaving appropriately in class. Please note some children may have an Individual Behaviour Plan which is differentiated to their needs. In this case, their individual plans are followed.

Step	Sanction
1. Non Verbal Cue (silently wait, eye contact, proximity to child)	None
2. Verbal Reasoning (Using positive language)	Loss of 5 minutes Golden Time
3. Move to a table on his/her own in the classroom.	Parents Informed AND – loss of 10 minutes Golden Time (15 total)
4. Move the child to another class for a period of time. An age appropriate reflection sheet is sent home with parent.	-Loss of 15 minutes Golden Time (30 minutes) -Child completes other work at a table in class.

Should steps 1-4 occur on consecutive days or weeks, the class teacher calls a **meeting with the parents**. In the meeting:

- State the specific behaviour causing concern
- State the steps you went through as above.
- Devise a plan with parents on how to improve this behaviour, to include the role of the parent.
- Child placed on age appropriate daily report.
- Progress reviewed at end of the week by meeting/phone.

2. If behaviour remains inappropriate, inform the principal. **A meeting will be held with the class teacher, parents and principal**. In some cases it may be appropriate to involve the child. An individual behaviour plan (IBP) will then be drawn up and monitored by the class teacher and parents. The principal will see reports at the end of the week.

7. Suspension

8. Expulsion (Board of Management)

Managing Behaviour in the Playground

Playground	Sanction
Minor infringement of playground rules	❖ Reminder or oral reprimand by teacher/SNA on yard duty.
Repeated minor infringement of playground rules (one or more of these sanctions may be applied)	<ul style="list-style-type: none"> ❖ Behaviour noted in incident book ❖ Class teacher/parents to be informed. ❖ Separation from peers for defined period or until end of break ❖ Referral to deputy principal or principal along with teacher on duty
Playground misbehaviour noted over a series of breaks	❖ Separation from peers for between 2 and 5 days. Principal, class teacher and parents will be notified.
<p>The following sanctions will be carried out in the order outlined. Following discussion with all parties, the principal will decide whether to refer the matter to the BOM for further consideration.</p> <p><u>Serious misbehaviour including:</u></p> <ul style="list-style-type: none"> ● Persistent, disregard for safety of self, others or playground rules ● Physical or verbal attacks on students, or teachers, SNAs or ancillary staff ● Deliberately offensive language or behaviour ● Serious insolence and /or refusal to follow instruction from teacher/SNA ● Damage to property ● Reckless, threatening or dangerous behaviour towards self or others etc. ● Bullying (see anti-bullying policy) 	<ol style="list-style-type: none"> 1. Referral to deputy principal or principal. 2. Parents will be contacted orally and/or by letter plus sanctions 3. Referral to Board of Management 4. Suspension of child in consultation with the Board of Management. 5. Expulsion of child in consultation with Board of Management. <p>Please see procedures for suspension/expulsion below</p>

Rewards and Sanctions

A range of possible rewards and sanctions is available to teachers, which may be used on their own or in combination.

Rewards: The following reward systems are in use. This list is not exhaustive;

- Verbal praise
- Written messages/stamps/stickers
- Class Dojo System
- Positive notes sent home to parents/guardians
- Reward charts (Group and Individual)
- Token gifts/prizes
- Certificates/trophies
- Golden Time (half hour on Fridays undertaking activity of class 'choice)
- Undertaking other fun class activities
- Being given responsibility to undertake certain tasks
- Homework passes (full or partial)
- School House System whereby each child in the school is assigned to a house colour and can earn points through good behaviour for their team. At the end of each term, the house with the most points receives a reward. An example of such reward would be a trip or celebration.

Sanctions: The following sanctions are in use. The list is not exhaustive;

- Reasoned discussion with child, including advice on how to behave
- Verbal warning/reprimand
- Putting it right (for example, cleaning a table after marking it)
- Paying back time (making up for time that was wasted)
- Carrying out a useful task in school
- A verbal or written summary of the incident either done in class or at home, including an undertaking to improve
- A verbal or written apology to child or adult
- Withdrawal of "privileges" (such as Golden Time or a school outing or activity)

Suspension and Expulsion:

The Board ratifies the use of the NEWB guidelines (2008) for the suspension and expulsion of pupils. Great care will be taken by the principal and the Board of Management to ensure that suspension or expulsion will be a proportionate response to the behaviour that is causing concern. Normally, before suspension or expulsion other interventions will have been tried and reviewed. However, a single incident of serious misconduct may be grounds for suspension or expulsion.

The Board of Management has delegated to the principal the power to immediately suspend for a period of up to three days in cases where;

- The pupil's behaviour has a seriously detrimental effect on the education of other students
- The pupil's continued presence in the school constitutes a threat to health and safety of themselves or others (staff, children, other).
- The pupil is responsible for serious damage to property.

In such instances the formal investigation stage occurs after the suspension.

Any suspension longer than three days is a decision that can only be made by the Board of Management. The Board places a ceiling of 10 days on any one period of suspension imposed by it. Whilst the Board has a duty to inform the NEWB when suspension of a particular pupil exceeds 20 days in any one year, it is the decision of this Board to inform and to consult with the National Education Welfare Board (NEWB) with regard to any suspensions.

Procedures in respect of referral to the BOM re Suspension

This school will follow fair procedures when proposing to suspend or expel a student. These include

- The right of pupil and parent to be heard
- The right to impartiality

Procedures before suspension is ratified

- The principal or other designated person will investigate the factors that led to the consideration for suspension

- The pupil and parent will be informed of the complaint. The parent will be informed in writing.
- The pupil and parents will be given the opportunity to respond to the principal and to the Board before a decision to suspend is made.

Procedures implementing the suspension

The principal will notify the parents in writing of the decision to suspend. The letter will confirm

- the period of suspension, the dates when the suspension will begin and end and the reason for the suspension
- The arrangements for returning to school, including the reaffirming of the commitment to the code by parents and pupil
- The provision for appeal to the BOM
- The provision of appeal under Section 29 of the Education Act if a child has been suspended for more than a period of 20 days in any one school year.

Procedures after suspension

Every effort will be made by the principal and deputy principal to engage with the parents before, during and after the suspension to ensure the successful and smooth reintegration of the pupil after the suspension.

- The school will arrange for a member of staff to provide support to the pupil when he/she returns after suspension.
- Apart from a written record of the suspension, the child will return to the school with a clean slate and the school will expect the same behaviour of this student as of all other students.

Procedure for Expulsion

The authority to expel is reserved to the Board of Management and may not be delegated. The school will make every effort to avoid the use of expulsion.

The Grounds for Expulsion

The grounds for expulsion are similar to the grounds for suspension. However, in addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that where expulsion is considered, the school will have tried a series of

other interventions, and believe they have exhausted all possibilities for changing the pupil's behaviour. However, a single incident of serious misconduct may be grounds for expulsion.

Before a decision is taken to expel the Board of Management will make a full review of the factors that have led to the consideration of expulsion. These will include the nature and seriousness of the behaviour, the context and the impact of the behaviour, the interventions tried to date, whether expulsion is a proportionate response and the impact of expulsion on the child.

Procedures in respect of expulsion

The following procedural steps will be followed

1. A detailed investigation carried out under the direction of the principal
2. A recommendation to the BOM by the principal
3. The Principal writes to the parents inviting them to the BOM hearing to decide the matter and copies them with a copy of the recommendation to the BOM and any documentation/ evidence forwarded to the BOM and relied upon by the Principal.
4. Consideration by the BOM of the recommendation and the holding of a hearing, in which the principal and the parents put their case to the Board in each other's presence.
5. BOM deliberations and actions following the hearing. The BOM decides whether or not to proceed with the expulsion. The Board will notify the NEWB in writing of the decision. Parents will also be notified in writing about the Boards decision and the next steps in the process will be outlined to them.
6. Consultations with parents, principal and Board will be arranged by the Education Welfare Officer (EWO) from the NEWB.
7. Confirm the decision to expel. When a 20 day period of notification of the possible expulsion to the EWO has elapsed and every reasonable effort has been made to hold consultations between the school, the EWO and parents, the school may formally confirm the decision to expel. Parents will be notified immediately and in writing and will be told about the right to appeal under Section 29 of the Education Act. The standard form of appeal will be supplied to parents.



Review

The implementation of these procedures will be monitored on an ongoing basis. If necessary, this policy and these procedures will be amended as a result of changed circumstances, and shall in any case undergo full review in 2023.

This policy was ratified by the Board of Management on 26th May 2020