

Newtownwhite Educate Together NS

Ballysakeery,
Ballina,
Co. Mayo.
F26 TP63

Tel: 096 32728 / 086 7933559

Roll Number: 09040K

Email: info@newtownwhiteetns.com

Website: www.newtownwhiteetns.com



Newtownwhite Educate Together National School

Code of Behaviour

This policy was reviewed in March 2022 and previously in May 2019 (in line with NEWB Guidelines) to ensure compliance with guidelines and procedures therein. This policy was reviewed in conjunction with the Student Council, Parents Association, staff and Board of Management.

Relationship to the ethos of the school

Our Code of Behaviour reflects the four pillars of the ethos of Newtownwhite Educate Together N.S.

It is:

- Child –centred –supporting the individual needs and promoting the welfare of every student to ensure they are happy and safe at school.
- Democratic – The children, staff and parents have had an input into the development of this policy. Everyone's contribution to the policy is important to ensure a fair, co-operative and consistent response to each individual's behaviour.
- Equality Based –the code is equality based and non-discriminatory.
- Co-educational – each pupil will be respected & treated equally.

Guidelines for behaviour in the school

The purpose of the code of behaviour is the cultivation of self-discipline, positive attitudes, tolerance and co-operation in every pupil. It seeks to define acceptable standards of behaviour while acknowledging that these are goals to be worked towards rather than expectations that are either fulfilled or not.

The code of behaviour is a positive one in line with the Educate Together ethos of Newtownwhite ETNS. We work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. Any rules will be age appropriate. Parents/guardians can support the child and school by encouraging their child to understand the need for rules, by visiting the school and by talking to the members of staff. The Code of Behaviour is set out to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption free, safe environment.

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A partnership approach is essential to the well-being of the pupils.

- Each pupil is expected to be well behaved and to show consideration for other pupils and adults
- Each pupil is expected to show respect for the property of the school, other pupils and their own belongings
- Each pupil is expected to attend school on a regular basis and to be punctual (in line with our Attendance policy.)
- Each pupil is expected to do his/her best both in school and for homework.

The Board of Management and staff recognise that there are often factors which influence pupil's behaviour. This will be taken into consideration and every effort will be made to support these students.

In accordance with Section 23 (4) of the Education Welfare Act, a copy of the Code of Behaviour is available to all parents/guardians on the school website. This information will be circulated to the parents/guardians of the child on enrolment.

Aims of the Code

- To create a positive learning environment that encourages and reinforces good behaviours.
- To promote positive relationships and self-esteem.
- To facilitate the education and development of each pupil.
- To enable teaching without disruption.
- To encourage a sense of responsibility & self-discipline based on awareness of our rights and responsibilities and the rights and responsibilities of others.
- To ensure that the schools expectations and strategies are known and understood
- To encourage a whole school community approach and responsibility in the implementation of this policy.

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Whole school approach in promoting positive behaviour

In line with the Educate Together ethos and values of Newtownwhite E.T.N.S., we endeavour to nurture a whole school approach to promoting positive behaviour in the school community.

Staff:

In 2016 teachers and support staff worked with all of the children to review the school rules in light of the change of patronage. Staff met in August 2019 to discuss and review the code and discuss current practice with a view to updating and amending the code. The staff used this opportunity to re-acquaint themselves with the NEWB Guidelines and the legal requirements and factors affecting behaviour. An action plan was agreed upon. In March 2022 this policy was reviewed by all staff. The policy was reviewed again in February 2026 and again in August 2026.

SPHE, Wellbeing and the Revised Learn Together curriculum are taught as part of the wider Curriculum and we deploy various teaching methodologies such as Whole school assemblies, circle time, role play, discrete teaching of values (co-operation, turn taking, responsibility etc) and talk and discussion. This, we believe, assists the development of social and personal skills. We foster a positive whole school climate. As an Educate Together School we strive to foster a sense of family and community within our school. We cater for pupils from junior infants to sixth class across three mainstream classes along with a Special Education Teacher in our Educate Together school, we strive to nurture a family friendly environment. The informal contact between staff and pupils provides opportunities for the development of skills such as communication, assertiveness and conflict resolution. We believe that this relationship enhances children's confidence. In accordance with our ethos: child-centred, democratic, equality based and co-educational, all pupils are equally valued and respected.

Board of Management

Board members were provided with an updated copy of the code for their attention and perusal. This code was discussed and amended by the BOM in March 2022. It will be reviewed in September 2026 and upon agreement from the school community, will be ratified at the next BOM meeting.

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In light of the revised NEWB Guidelines, the staff nominee on the Board outlined the procedures that are in place for the Board of Management to deal with serious breaches of behaviour with special regard to procedures in dealing with suspension and expulsion.

Parents/ Guardians

All parents/guardians were invited to become involved in the review process and their suggestions were taken into account on the amendment of the code.

The updated code was circulated to all parents/guardians with an invitation to them to make further suggestions in September 2026.

Final authority rests with the Board in accepting or rejecting amendments.

On enrolment of their child in the school, this code of behaviour is brought to the attention of parents/guardians & is available on our website & in hard copy format in the school office.

In adopting a whole school approach, parents/guardians are expected to support, model and reinforce this Code of Behaviour through their interactions with other parents/guardians, pupils, staff and volunteers.

It would be helpful if:

- Parents/guardians are aware of and co-operate with the school's system of rewards and consequences
- Parents/guardians ensure their child/ren arrives for school on time
- Parents/guardians attend meetings at the school if requested to do so
- Parents/guardians support their child/ren with homework and ensure that it is completed
- Parents/guardians ensure that their child/ren has the books & materials necessary for school
- Parents/guardians ensure that their child has suitable clothing & footwear for outdoor play

Pupils

In Newtownwhite E.T.N.S all students had input in drafting the Code of Behaviour through their contribution at Assembly time and also during S.P.H.E. lessons and the Learn Together Curriculum throughout the year. They are involved in devising school, class, and playground rules. In line with our democratic ethos, consensus is reached regarding rewards and consequences after consultation with the children. As a result of our participation in the Active School Awards, children are encouraged to take responsibility for organising activities

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at break-time where possible, to ensure that all children are included. Some senior pupils act as 'Friendship Squad' on the yard. The Parents Association provided a 'Buddy Bench' where children can sit if they have nobody to play with and other pupils or staff will help pupils on the bench.

Rules are refreshed and revised at the beginning of every school year and on a regular basis throughout the year. Children are encouraged to review and monitor the Code of behaviour on an on-going basis, through the Student Council and through the use of a suggestion box. The children can voice their ideas and observations directly to the teachers or bring forward ideas to Student Council members for further discussion at Student Council meetings. Pupils are aware that they have a voice through participation in the Student Council, Green Schools Programme and the Active School Flag; they see themselves as having a responsibility for contributing to the overall positive atmosphere in the school.

Pupils are expected to follow the school rules when in the school environment and during all school outings.

The rules are:

- **Respect for myself**
- **Respect for others**
- **Respect for the school environment**

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)

Good behaviour is promoted through the use of positive strategies throughout the school. We, as a Board of Management and staff, will try to limit the amount of attention given to misbehaviour and when possible give the student an option for making a better choice as soon as possible.

Responsibility of Adults (Staff, Parents/Guardians, Volunteers)

- All adults in the school community have a responsibility to model high standards of behaviour, in dealing with the students and with each other.

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● All staff and volunteers are expected to ensure that the rights of the children are upheld. As adults we aim to:

- Create a positive climate with realistic expectations.
- Model, through example, responsibility, honesty, respect, self-discipline, perseverance, co-operation.
- Encourage relationships based on respect, caring, kindness and understanding the needs of others.
- Ensure the fair treatment of all regardless of age, gender, race, ability.
- Provide a caring and effective learning environment.
- Discourage physical aggression and encourage 'Kind words, kind hands, kind feet'.

Classroom

The following positive strategies are used to manage behaviour in the classroom.

- Classroom expectations are drawn up, with input from the students, at the start of the school year. These expectations are worked on with the students throughout the year. School rules are consistent with the school ethos as expressed in the code of behaviour and will set a positive atmosphere for teaching and learning.
- Teachers ensure, as far as possible, that pupils understand and are frequently reminded of how they are expected to behave and what expected behaviour looks like.
- Good behaviour is exemplified and used as a strategy to encourage positive behaviour. 'Catch them being good'. 'Proximity Praise'
- Children are frequently reminded of the high standards of behaviour expected in the school. 'Rules reminder'
- A clear system of acknowledging and rewarding good behaviour and consequences for misbehaviour is adopted.
- We ensure that the curriculum is broad and balanced by deploying a range of teaching methodologies, catering for all types of learning styles. Differentiated instruction is adopted across all the curricular areas to include all levels of ability.
- A record of incidents will be retained.

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Playground

The rules of the Playground are the same as the School Rules. The only difference is that the class teacher may not be 'on yard' at break-time. It is important that all staff know the School Rules and can reward and consequence for behaviour.

These are the positive strategies which the Board of Management and staff of Newtownwhite ETNS implement to promote good behaviour, to prevent behavioural difficulties and to deal with incidences of unacceptable behaviour. e.g.

- Children of all ages often play together in Newtownwhite ETNS. Consequently, they are encouraged to look out for each other and foster inclusion.
- 'Friendship Squad' are encouraged to let the teacher 'on yard' know of any issues they encounter.
- Pupils are encouraged to ask the teacher 'on yard' for help and advice when it is needed.
- Children are encouraged to problem solve and are supported in doing so by the teacher 'on yard'.
- At break times, the yard is supervised at all times by a member of staff. We are aware there may be times when individual children or groups may need to be monitored more closely and the staff member on yard duty will be informed of this.
- From time to time, various activities e.g. stations, obstacle courses, playground games are organised by staff or groups of children for everyone.
- In the summer term, staff may organise other activities such as parachute games and mini-games for the children.
- On wet days, children remain in classrooms under supervision and various activities are available to them, including board games, construction games, jigsaws etc.
- If children need to use the bathroom, they ask permission and may go, one at a time.
- Written notes from parent/guardian are required if a child is to remain indoors during break time. These students will be supervised outside the staff room.
- Accidents and incidents are recorded by the class teacher on Aladdin in the case of a serious accident or incident.
- Children are encouraged to move to and from the school in a safe and orderly manner.

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School related activities

The Code of Behaviour applies to all school related activities including swimming, gymnastics, tennis, school tours and all other school related events.

Rewards and Consequences

Positive behaviour is acknowledged both informally and formally, whenever and wherever possible.

Newtownwhite E.T.N.S. want children to achieve their personal best-academically, intellectually and socially. All children will be supported and encouraged to achieve their personal best. Praise for good behaviour should be as high a priority as praise for good work.

The following are some examples of how children's good behaviour will be acknowledged:

- A quiet word or thumbs up (gesture) to show approval.
- Achievements are acknowledged at class and whole school assemblies and extra efforts are publicly acknowledged where appropriate to do so.
- Children are often commended for academic effort and modelling good behaviour by sharing the "good news" in the other classrooms.
- In all classrooms, verbal praise and affirmations are used widely as a strategy to draw attention to and encourage good behaviour and academic effort and to encourage other pupils to observe and model the behaviour.
- Through phone calls, Aladdin messages, face to face meetings, "good news" is shared with parents.
- A variety of reward and motivational systems are used e.g. secret student, tick charts, stars, stickers, homework pass etc. to affirm and motivate students.

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When consequences are used

- It must be clear why the consequence is given.
- Consequences are applied fairly & consistently
- They may be used to defuse the situation
- The consequences must, in as far as possible, relate to the behaviour.
- Changes in behaviour required / expected must be explained to avoid further consequences - where possible following a restorative approach of engaging involved parties in identifying and articulating the appropriate behaviour going forward.
- The focus will be placed on the behaviour rather than the person.
- A clear distinction will be made between minor and major offences.

Strategies for responding to inappropriate behaviour

After consulting all classroom interventions teachers will then refer to Level 1 (Students were involved in coming up with rewards and consequences)

Level 1

- Rules Reminder
- Verbal warning that outlines the consequences of breaking the rules again.
- Reinforcement of alternative positive behaviour
- Removal from the group/yard for "Thinking time"- may be used for reflection and 'cooling off' time-
- Reflection time- writing/drawing about what happened. 'Think Sheet'
- Class teacher makes contact with the parent/guardian.
- Pupil meeting with Principal and teacher to discuss the incident.

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Level 2:

- Setting targets for behaviour and monitoring them with the student in a restorative and supportive way ie. Pupil Promise
- Pupil Promise will be reviewed within a 20 day period with pupil, parent/s and teacher
- If causing harm to themselves or others - removal from group/class/playground - for an identified period of time.
- If Pupil Promise is broken a meeting will take place with pupil, Principal and teacher where a behavioural plan may be put in place.

Level 3:

In the event of persistent bullying and seriously violent or threatening behaviour causing a risk to the safety of the student himself/herself or the safety of other students or staff, the school must take extra steps e.g.

- The student is sent home for the rest of that day (or for a number of days until agreement of appropriate behaviour is accepted by the student and parents/guardians)
- Temporary exclusion while consultation with SENO and/or Educational Welfare Officer takes place about appropriate resourcing, alternative placement
- In the event of a serious breach of the Code of Behaviour a formal report may be made to the Board of Management
- Exclusion (Suspension or Expulsion) from school (In accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Act 2000)

If all of the steps identified above have not been successful in helping the child resolve his/her behaviour the school with the knowledge of the parents may decide to liaise with the local support services/ National Education Support Service/Child Guidance Services/Túsla.

The Board of Management may need to be involved depending on the severity of the situation.

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Defining Inappropriate Behaviour

Level 1 is dealt with by staff in school and parents/guardians will be informed.

Serious misbehaviour (Level 2) will include persistently breaking the School Rules but is not limited to this. The school has the right to define behaviour as 'serious'. Serious misbehaviour will involve contact with the parent/guardian.

In line with our Bí Cineálta Policy all cases of bullying are reported to the Board of Management.

Gross Misconduct (Level 3) may warrant immediate suspension and/or expulsion from the school. The Principal of the school will be involved in any behaviour considered gross misconduct and it will be at her discretion what consequence must be implemented. In some cases the school's Board of Management will be involved.

The following list of examples is not exhaustive and age, particular needs, intention etc. can be factors that influence where the behaviour fits. In all cases, the teacher (and/or Principal) will have the right to define a behaviour based on their professional judgement.

Level 1: Examples of minor behaviour:

- Continual breaking of class and school rules
- Repeated disruption of the class/ ignoring staff requests
- Repeated use of disrespectful language, tone or manner, commenting on others/ work of others
- Repeated, deliberate pushing in the line
- Repeated and intentionally disrupting others play/games.
- Continually not following our school rules of 'Respect for myself, respect for others, respect for the school environment'

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Level 2: Examples of serious misbehaviour:

- Repeated instances of minor behaviour.
- Behaviour that is dangerous to self or others.
- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- On-going behaviour that interferes with teaching and learning.
- Threats or physical hurt to another person
- Obscene language or gestures
- Throwing things (injure another)
- Leaving school grounds without permission.
- Isolated incident of theft
- Damage to property (e.g. it should be replaced).
- Using electronic devices (phone, iPad etc.) in school without permission.

Level 3: Examples of gross misbehaviour:

- Assault on a pupil or staff member, volunteer.
- Intimidation of a staff member.
- Discriminatory or prejudicial comments, activities or actions towards another person including race, gender, belief system, physical condition, homophobic or transphobic language or ethnic group.
- Repeated incidents of theft.
- Serious damage to property.
- Possession of weapons/drugs/ chemicals.

These lists are not exhaustive.

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Involving parents in management of problem behaviour

Initially, the teacher/Principal will deal with breaches of the Code of Behaviour. If a problem persists or no improvement is noted, parents/guardians may be contacted. Early intervention with parents/guardians is required to prevent escalation of a problem.

Contact will be made via phone call and a meeting will be arranged for before or after school. Adequate time for preparation for the meeting and time to discuss the issue without interruption will be catered for. Discretion is therefore also afforded to both parties. In line with our child-centred ethos we encourage a partnership approach where school and family work in a cooperative manner for the good of the child. Children may be present for some or all of the meetings depending on the circumstances and the age and stage of development of the child. The format of the meeting will be agreed in consultation with the parents/guardians.

All cases will be treated with respect and confidentiality from home and school.

A supplemented Behaviour Plan may be agreed and put together with parents/guardians so that rewards and consequence/ consequences for positive and negative behaviour are similar at home and at school.

Managing aggressive or violent misbehaviour

- Children who are experiencing additional social and emotional needs may be referred for assessment in cases of aggressive/violent misbehaviour.
- Through the Special Educational Needs Organiser, (SENO) appropriate support is sought from services available e.g. Health Service Executive, NEPS, SESS.
- Special Education Teachers may facilitate class teachers in sharing practice and support in the management of challenging behaviour.
- Professional Development is made available to staff e.g. SESS, Education Centre, NEPS, Online providers.
- Where there are substitute teachers working in the classrooms, the programmes to be followed are outlined. Also, expectations of behaviour are communicated to them.

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- If physical restraint is necessary as a strategy for dealing with violent or threatening behaviour, we will seek expert advice, competent legal advice and refer to Managing Challenging Behaviour – Guidelines for Teachers, INTO 2004: 11 & Rule 130(5) Rules for National Schools.
- 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 school and Board of Management will follow the procedures outlined in the Code of Behaviour, including the procedures for suspension and expulsion as set out in the NEWB Guidelines 2008.

Suspension and expulsion

The decision to suspend a student requires serious grounds such as that:

- 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. (Reference page 71 of NEWB guidelines for Codes of Behaviour.)

Where expulsion is considered, school authorities have tried a series of other interventions and believe they have exhausted all possibilities for changing the student's behaviour. (Ref: Pg 81 NEWB Guidelines)

Before serious consequences such as suspension or expulsion are used, the normal channels of communication between school and parents/guardians will usually be utilised.

- Have all other interventions/ means of dealing with the behaviour been tried?
- Has there been previous communication with parents/guardians regarding misbehaviour?
- Are parents/guardians invited to the school to discuss the intention to exclude?]
- Has a fair investigation taken place, taking parents'/guardian and pupil's perspective into account?

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- Are all possibilities exhausted for changing the student's behaviour? - If the BOM is likely to reach a decision to exclude a pupil, how can it ensure the decision will be reached in an unbiased way? NEWB Guidelines for Developing School Codes of Behaviour.
- Is there a facility to allow a pupil to return to school before a period of suspension is over? (Section 23(2)d)
- In certain cases, of Gross Misconduct, suspension may occur without exploring other options

For gross misbehaviour or repeated instances of serious misbehaviour, suspension may be considered.

- The Chairperson of the Board of Management will be informed and the parents/guardians will be requested in writing to attend at the school to meet the Chairperson and the Principal. If the parents/guardians do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for an initial period of three school days. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, consequences and other interventions used and their outcomes and any relevant medical information.
- If the student is to be temporarily excluded from school, a letter will be sent to the parent(s)/guardian(s) signed by the Chairperson and/or Principal. The letter outlines the dates where the student has been excluded from class and is stored in his/her permanent records.
- When a period of suspension is over, the pupil, parent(s)/guardian(s) and staff accept the pupil back to school with 'a clean sheet'.
- If a suspension will exceed a three day period a special decision by the Board of Management is required. This decision can be made by the Chairperson of the Board.
- Where a pupil is suspended for a cumulative total of six days or more, the The National Education Welfare Board is notified using the online portal. (www.newb.ie)

Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

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Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Education Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act. (With regard to suspension the Principal shall inform the education welfare officer, by notice in writing, when a student is suspended from a recognized school for a period of not less than 6 days. (Sections 21 (4) a). Under the Education Welfare Act 2000, 'A student shall not be expelled from a school before the passing of twenty school days following the receipt of notification under this section by an Educational Welfare Officer (Section 24(4)). It is the right of the Board of Management to take '...such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured' (Section 24(5)).

Appeals

Under section 29 of the Education Act, 1998, parents are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including:

- Permanent exclusion from a school
- Suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in one school year. Parents/ guardians will be informed of this right of appeal and associated timeframe if it has been decided to suspend or permanently exclude a pupil. Appeals must be made within 42 calendar days from the date the decision of the school was notified to the parent(s)/ guardian(s) (Circular 22/02)
- Parents are given a copy of the Circular 22/02 and related forms if they wish to appeal a decision.
- The Chairperson of the BOM will prepare a response if and when an appeal is being investigated by the Dept of Education and Skills (Section 12, Circular
- 22/02-Processing Appeal).

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Children with Additional Needs

All children are required to comply with the Code of Behaviour. However, the school recognises that some children with additional learning needs may require extra assistance in understanding or adhering to certain rules. Specialised Behavioural Plans may be put in place in consultation with Special Education Teachers and parents/guardians to ensure that the required support is given.

Behaviour of other Stakeholders in the School

The Department of Education and Skills outlines the roles and responsibilities of teachers and other staff through the Education Act and relevant circulars. They are answerable to the Board of Management for any form of unacceptable behaviour through the relevant legislation and circulars. Staff who feel that the behaviour of their colleagues towards them is undesirable should follow the Working Together Guidelines found on the INTO website: Working Together

It is important that all stakeholders are responsible for their own behaviour in the school. Examples are listed below but this is not an exhaustive list:

- All stakeholders (staff, parent/guardian, volunteer, visiting coaches/teachers) should: Speak to each other with respect- shouting or aggressive tone is not acceptable and stakeholders may be asked to remove themselves from the building. The Gardaí may be called. In line with Child Protection Policy stakeholders should never approach a child in an aggressive or threatening manner. Incidents like this are taken seriously and the child will be removed from the situation for their safety. All meetings with staff /parents/guardians should be conducted in a positive manner with a view to resolving any particular situation in line with complaints procedure. Staff and parent(s)/guardian(s) should always work together for the good of the child.
- Violence, physical or emotional abuse will not be tolerated. The Gardaí may be involved.
- Staff will only discuss a child with his/her parent(s)/guardian(s). Staff will respect a child's right to privacy and ask that parent(s)/guardian(s) respect the rights of other children.
- When stakeholders meet every effort will be made to keep meetings to a reasonable amount of time. Times of meetings and matters to be discussed should be agreed beforehand and this should be respected.

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- In line with the school ethos, stakeholders should not interrupt class time. An appointment should be made, in the office or via aladdin, for meeting/discussion with the teacher. This is to ensure that the teacher can be prepared and give her/his full attention to the issues.
- Stakeholders should not try to influence or isolate others against particular individuals or groups in the school. The school strives to be inclusive and welcoming.
- At all times, adults in the school should model the schools ethos and Code of Behaviour for the children.

Keeping records

Class

Incidents are recorded on Aladdin and with students who have support plans in the Log of Action section. All these records inform teaching and learning in the classroom and any other specific interventions that may be required. At parent teacher meetings, parents are provided with oral reports which include references to behaviour.

Playground

Any incident in the playground is recorded on Aladdin depending on severity of the incident. Incidents of concerns are discussed between members of staff if this is necessary. Playground rules are refreshed as deemed necessary.

School records

School records are factual accounts of incidents. Written communication from parents/guardians, outside agencies, Board of Management and documentation pertaining to appeals under Section 29 are also stored confidentially.

Procedures for notification of pupil absences 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/guardians must notify in writing the school of a student's absence and the reason for this absence.

Newtownwhite Educate Together NS

Ballysakeery,
Ballina,
Co. Mayo.
F26 TP63

Tel: 096 32728 / 086 7933559

Roll Number: 09040K

Email: info@newtownwhiteetns.com

Website: www.newtownwhiteetns.com



The following strategies are used to encourage school attendance e.g.

- A stimulating and attractive school environment is created where children are included and given responsibility for the maintenance and upkeep of their environment.
- A system for acknowledging/rewarding good or improved attendance is in place
- Curriculum content and methodologies are varied to maximise relevance and interest levels of pupils.
- We adapt the class and school timetables to make it more attractive to attend and to be on time.
- We make parents aware of the terms of the Education Welfare Act and its implications. On enrolment, parents are made aware that the School Attendance policy is available on the school website and a hard copy may be obtained in the school office. In the Term 1 School Newsletter, parent(s)/guardian(s) are reminded of the importance of regular attendance, from a social and educational perspective.
- Parents are required to use Aladdin to communicate with staff when children will not be in and to explain the reasons for the absence.
- The school uses the NEWB standard forms to report on pupil absences to the National Education Welfare Board. (www.newb.ie)

Reference to other Policies

The following policies underpin the principles of the school's Code of Behaviour.

- Learn Together
- SPHE plan
- Bí Cineálta Policy
- Enrolment
- Record keeping
- Data Policy
- Home / School links
- Health & Safety

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- Equality
- School attendance Policy
- Electronic Devices Policy
- Parent/Guardian Communication
- AUP Policy

Success Criteria

We measure our success on the following 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 staff, parents/guardians and pupils
- Whole school approach to positive behaviour

We adapt & modify behaviour & curricular programmes & approaches based on the above.

Roles and Responsibilities

There is a whole school (staff, parents/guardians, pupils, BOM) approach to the development and implementation of the Code of Behaviour.

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Implementation date

This updated policy will apply from February 2026.

Review

The policy was opened for review in February 2026.

It is being distributed for parental involvement in September 2026 to be ratified at the next BOM meeting.

Ratification

Signed: Gerry Mc Kevitt

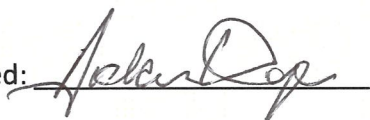
Date: 28th of March 2022

Chairperson, Board of Management

Signed: Caroline Walkin

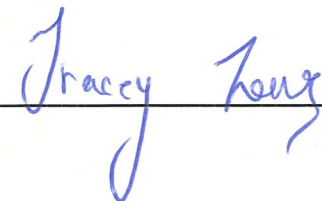
Date: 28th of March 2022

Principal of Newtownwhite ETNS

Signed: 

Chairperson, Board of Management

Date: 28/09/22

Signed: 

Principal

Date: 28/9/26.

