

Holywell Educate Together National School

Roll No.:20348F



Holywell Educate Together National School (HETNS)

Enrolment Policy

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Document Ratification

Function	Title	Version	Date
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1. Overview

Holywell Educate Together National School is an **Equality- based, Child Centred, Co-Educational and Democratically Run** primary school.

The school is state supported and regulated by the Rules for National Schools and by the Department of Education and Skills. The school delivers the National Primary School Curriculum (1999) and the 'Learn Together' Ethical Education Curriculum. The booklets '*Information for Parents*' and '*What is an Educate Together School?*' are available from the school office.

The school is a rapidly developing school, having opened in September 2010 with an enrolment of 21 pupils in classes of Junior & Senior Infants. Over 620 pupils are expected to attend the school in this present school year, in mainstream classes from Junior Infants to Sixth class and within the special classes for children with autism.

Our current staffing is as follows: 23 mainstream class teachers, 14 support teachers, three special class teachers, 19 special needs assistants, a full -time secretary, two part-time secretaries, a full-time caretaker, two bus escorts and an administrative principal.

1.1 Clarification of key terms used in this document

In this document, except where the context otherwise requires:

"Applicant" means the parent of the student,

"Board" means a Board of Management of Holywell Educate Together National School,

"HETNS" means Holywell Educate Together National School,

"Intake Group" means intake of enrolments for the most junior class or year groupings in a school,

"Parent" includes a foster parent, a guardian appointed under the Guardianship of Children Acts, 1964 to 1997, or other person acting in loco parentis who has a child in his or her care subject to any statutory power or order of a court and, in the case of a child who has been adopted under the Adoption Acts, 1952 to 1998, or, where the child has been adopted outside the State, means the adopter or adopters or the surviving adopter,

"School" means Holywell Educate Together National School (HETNS),

"Sibling" includes half-siblings, step-siblings, other children living as a family member in the same home and foster children living with the same family,

"Special Educational Needs" has the same meaning as it has in the Epsen Act of 2004,

"Student" means a person for whom an application for admission has been made.

2. Purpose

The Board of Management of Holywell Educate Together National School has a duty to ensure the school has a clearly defined legally robust Enrolment Policy to provide a uniform approach to enrolment for all students.

The objectives of this document are as follows:

- Provide parents, members of the school community and the public with transparency in relation to the enrolment process.
- Ensure a consistent approach to the School Enrolment is communicated and adopted and that the School Management, staff and applicants are aware of their responsibilities.
- Define the responsibilities and accountabilities associated with the enrolment process.

Based on the premise that every child is entitled to appropriate access to education, the Enrolment Policy aims to demonstrate equity as prescribed in the Equal Status Act 2004. This enrolment policy is set out in accordance with the provisions of the Education Act 1998.

Parents or guardians who require clarification of any aspect of the policy should contact the Chairperson of the school's Board of Management or the school Principal.

2 Scope

This policy applies to all students and applicants seeking to enrol in the school.

3 Policy

3.1 Eligibility Criteria

1. All children are very welcome to join Holywell Educate Together National School.
2. Allocation of places in the school is on application date order.
3. Where the number of students seeking admission is greater than the number of places being made available by the Holywell ETNS, our policy for enrolment is 'First Come, First Served' (FCFS), with preference given to siblings already enrolled and those previously enrolled in HETNS (Please refer to 3.5).
4. Student's names are added to our pre-enrolment lists in the order in which completed electronic pre-enrolment forms are submitted and are automatically recorded by the computerized enrolment system.
5. Under the Education Act 1998, a child may not be allowed to attend or be enrolled in a primary school before the 4th anniversary of his/her birth. In HETNS children must be **4 years old on or before June 1st** of the year of admission into Junior Infant classes.
6. The Board of Management takes account of Department of Education and Skills guidelines on average class size and staffing, as well as accommodation issues, when determining the maximum number of children in each class.
7. In the unlikely event that two or more applicants are tied for a place, the following oversubscription criteria will be applied: student's date of birth – favouring those students who are older, then student's first letter of the surname – in alphabetical order.
8. No guarantee of a school place is given or implied by pre-enrolment.
9. An offer of enrolment to a student seeking admission may be refused where:
 - (a) the student or his or her parents do not agree to confirm in writing that the school's Positive Behaviour Policy is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code.
 - (b) An Garda Síochána, the Health Service Executive or other health & social care professional has provided in writing to the school its opinion that the admission of the student could have a

seriously detrimental effect on the safety of the student themselves and other students and or staff of the school.

10. Intake to the school usually takes place during August/September, but children may be admitted on other dates if school places become available. The Education (Welfare) Act 2000 contains provisions in relation to communication between schools in cases where children are transferring.
11. The enrolment process is appended to this enrolment policy (See appendix B).

3.2 Deferrals

1. Parents who receive an offer of a place Junior Infants may defer their child's place for one year. This means that the student's name will be placed on the enrolment list for the following school year with the same date as the original pre-enrolment submission.
2. Offers made in the year following an initial deferral cannot be deferred again and must be accepted or declined.
3. No guarantee of a school place is given or implied by pre-enrolment through a deferral.
4. Applicants for classes other than Junior Infants cannot defer a place.

3.3 Appeals

1. The applicants may, within 30 days from the date that they were informed of the enrolment decision, appeal that decision in writing to the Board of Management.
2. In accordance with Section 29 of the Education Act 1998, applicants may appeal the refusal to enrol a child (or the permanent exclusion or, in some cases, suspension of a child) to the Secretary General of the Department of Education and Skills.

3.4 Code of Behaviour

The school's Positive Behaviour Policy is appended to this enrolment policy (See appendix A). Children enrolled in the school and their parents or guardians are required to support the Code.

3.5 Siblings

HETNS recognises that parents will generally want all their children to attend the same school. Giving priority to younger brothers and sisters of pupils already attending HETNS facilitates the needs of families and therefore the Board decided to give priority to these types of applications.

Priority in allocation of places will be given to a student who has a sibling who is currently attending the school and to siblings of past pupils. Place shall only be offered subject to availability.

3.6 Students with disabilities or students who have special educational needs

3.6.1 Students with disabilities or students who have special educational needs enrolling in mainstream classes.

1. A child will only be deemed eligible for an offer of placement when all the following criteria have been met:
 - (a) A fully completed online enrolment detailing the nature of the child's disability or special needs has been submitted by the parents/guardians to the school.
 - (b) The child must be **4 years old on or before June 1st** of the year of admission into Junior Infant classes.
 - (c) The parents or guardians of a child with special educational and/or care needs are required to disclose this at the time of pre-enrolment in the 'notes' box and supply copies of all available

medical or psychological reports to the Principal at the earliest opportunity, (a report must not be older than 2 years). If the child has not been assessed, an immediate assessment may be requested. Any subsequent diagnosis of special educational needs following a pre-enrolment requires parents/guardians to inform the school and to supply relevant copies of reports and documents as this may influence the allocation of a school place to the child.

- (d) Existing school, psychological, medical, speech/language, occupational therapy and other reports will be considered. Reports should be no older than 2 years.
- (e) Staff may arrange to observe the child in his/her pre-school or some other setting
- (f) The school will look for written references from existing school settings or other agencies.
- (g) The Principal and/or Deputy Principal will meet with parents to discuss the child's needs and to profile the special supports that may be required. Where the supports go beyond those already in place in the school, the Principal will attempt to access the additional supports in a timely manner. However, the processing of applications to the National Council for Special Education and/or the Department of Education and Skills will take some time.
- (h) The school **must have**, together with the appropriate clinical services, the **correct and necessary resources** in place to attend to the needs of the particular child.
- (i) The Health and Safety of the staff and children of HETNS will not be put at risk by the presence and behaviour of a child attending a mainstream class at HETNS. For the avoidance of doubt regarding the health and safety of the staff and the available resources will be considered prior to enrolment.
- (j) The educational provision being provided to the children attending a mainstream class in HETNS will not be detrimentally effected by the level of special intervention required for the new child.

3.6.2 Enrolling in the Special Classes for Children with Autism

3.6.2.1 *Special Classes for children with Autism*

1. Parents and guardians of children with a professional diagnosis specifying Autism may choose to pre-enrol their child in a mainstream class (if recommended by a clinician) or the Special Class for Children with Autism. A diagnosis of autism or autistic spectrum disorder must be the child's **primary disability**. The special classes are to educate and integrate children with autism within a mainstream school community. Staff will be trained and resources will be provided for the specific needs of children with autism.
2. Autistic Spectrum Disorder is a pervasive developmental disorder which impacts significantly on each child's learning, social, communication, behavioural and emotional profile. Therefore, each child's unique profile of impairments will be carefully assessed and considered when designing their individual education plan, and how best they may learn within the special autism classroom environment.
3. The school will have an **Enrolment Committee** (consisting of the Principal, Special Educational Needs Teacher and an external party with prior experience and knowledge of autism/special education) to decide upon the suitability of applicants for places in the special classes. The Enrolment Committee will consider all information gathered in points a-m below when deciding whether to enrol a child. The Committee will refer to the children on the waiting list whose age is appropriate for the class level in which the place is availability. For example a four year old student with autism will not be offered a place in the senior class.
4. Where parents choose to proceed with the special class option, the principal shall make a report to the school's Board of Management, with whom the final decision on enrolment rests.

(The Enrolment Committee may also recommend that the decision be deferred, pending the receipt of further information on the child.)

5. The school may also involve the family in planning for the child's enrolment, (e.g. a transition programme, identifying priority needs, reinforcers questionnaire, special diets etc.

3.6.2.2 Provisions of enrolment in special classes for pupils with autism

2. A child will only be deemed eligible for an offer of placement when all the following criteria have been met:
 - (k) Assessment and classification of autism or autistic spectrum disorder by a psychiatrist or clinical psychologist using DSM-IV or V, or ICD-10 criteria OR multi-disciplinary assessment of same by a professional team (including a clinical psychologist, the assessment should be no older than 2 years).
 - (l) An explicit recommendation of placement in a Special Class for Autism in a mainstream school must be provided by a recognised professional (as stated in letter "a"), with the recommendation not older than 2 years.
 - (m) A fully completed online enrolment has been submitted by the parents/guardians to the school.
 - (n) The school **must have**, together with the appropriate clinical services, the **correct and necessary resources** in place to attend to the needs of the particular child.
 - (o) The child must be **4 years old on or before June 1st** of the year of admission into Junior Infant classes.
 - (p) The educational provision being provided to the children attending the special classes for autism in HETNS will not be detrimentally effected by the level of special intervention required for the new child.
 - (q) The Health and Safety of the staff and children of HETNS will not be put at risk by the presence and behaviour of a child attending the special classes for autism at HETNS. For the avoidance of doubt the health and safety of the staff and the available resources will be considered prior to enrolment.
 - (r) Existing school, psychological, medical, speech/language, occupational therapy and other reports will be considered.
 - (s) Staff will arrange to observe the child in his/her pre-school or some other setting
 - (t) The school will look for written references from existing school settings or other agencies.
 - (u) The child must have received a formal cognitive or developmental assessment, again within the previous two years, which determines that their current level of intellectual functioning is in the Mild learning disability range, or better. This criterion is deemed necessary to ensure that the child has sufficient cognitive ability to access the autism-specific teaching strategies. *However, the Board of Management may consider a child who is functioning within the moderate learning disability range if they come supported by a Moderate Learning Disability service, eg. St. Michael's service.*
 - (v) A student with autism currently enrolled in mainstream classes in Holywell ETNS may transfer to the special class for children with autism if they meet the above criteria (points 1-3) These pupils will be offered a place should one become available, before other children on the waiting list regardless of their place on the list.
 - (w) Places in the special classes for autism are only available for children until they have concluded eight years in primary school (or other equivalent), or if the student has reached their twelfth year of age. Students must then transfer to an appropriate second level setting.
3. Children will only be offered a place when a place becomes available through a child transferring to mainstream, transferring to second level or transferring to another school setting. There are only

18 places available in the Special class for children with autism at one time (six for the junior class, six for the middle class and six for the senior class).

4. The parents or guardians of a child with autism are required to disclose this at the time of pre-enrolment in the 'notes' box and supply copies of all available medical or psychological reports to the Principal at the earliest opportunity, (a report must not be older than 2 years). If the child has not been assessed, an immediate assessment may be requested. Any subsequent diagnosis of autism following a pre-enrolment requires parents/guardians to inform the school and to supply relevant copies of reports and documents as this may influence the allocation of a school place to the child.
5. The Principal and/or Deputy Principal will meet with parents to discuss the child's needs and to profile the special supports that may be required. Where the supports go beyond those already in place in the school, the Principal will attempt to access the additional supports in a timely manner. (However, the processing of applications to the National Council for Special Education and/or the Department of Education and Skills will take some time.)

3.6.2.2 Special classes structure

1. Each special class will have a maximum of six places.
2. Each special class will be staffed by a registered teacher and by special needs assistants (SNAs.) The teacher and SNAs will have experience of, or an interest in, working with children with Autism. The teacher will receive on-going specialist training through the Special Education Support Service (SESS,) as necessary.

3.6.2.3 Special classes curriculum

1. The children will access a curriculum based on the Primary School Curriculum that is matched to their needs and capacities through carefully planned individual learning activities and through the use of differentiation strategies in group activities. Subject areas include: English, maths, social, environmental and scientific education (SESE,) social, personal and health education (SPHE,) music, visual arts, drama and physical education.
2. The National Council for Curriculum and Assessment's Guidelines for Teachers of Students with General Learning Disabilities will be used to augment the implementation of the curriculum. An eclectic approach shall continue to be used within the special classes, that is, a range of teaching approaches (including those used in the school's mainstream classes) shall be employed, based on the individual needs of the children.
3. The main approaches are as follows: play, language through play, Picture Exchange Communication System (PECS,) Treatment and Education of Autistic and related Communication-Handicapped Children (TEACCH,) and Social Stories.
4. It is hoped that the children entering special classes would not require the provisions mentioned in the point 3 for the whole duration of their primary school education.

3.6.2.4 Integration with mainstream peers

1. Integration with typically developing peers in inclusive mainstream classroom environments, in so far as possible, is the Board's aim.
2. The Board of Management's approach to integration is also framed by the Educate Together 'children of the school' model: i.e. 'the school is a collective organisation that strives to address the individual needs of every child. However, any school must balance these needs with the general interests of all the children.'

3. The nature of all integration shall be determined by the teaching staff, following reviews at appropriate intervals and consultation with the child's parents. Increasing (and full) integration will be put in place for children who are successful in the integrated setting. (There would be an expectation that the child is capable of meaningful learning and functioning within the setting.)
4. Partial integration will take the form of contact during specific situations or curriculum areas, where particular skills & interests and/or learning can be advanced: e.g. structured social play groups, music lessons, drama, school trips, maths lessons, Social Personal & Health Education (SPHE) lessons, visual arts, school assemblies, class or school celebrations, etc.
5. The minimum level of contact for all pupils (limited integration) will include: some lunchtimes, some group activities and some playground breaks.
6. The Board of Management applied for multidisciplinary support for the special class, as follows: Speech and Language Therapy (HSE,) Occupational Therapy (HSE,) and Psychological support (National Educational Psychological Service.) All agencies now provide limited support. Only children aged between 4 and 12 years on the year of entry to the school will be considered for enrolment in the special classes.
7. **All places in the Special classes for Autism are reviewed at the end of each school year (June).**

4 Roles and Responsibilities

4.1 Applicants

1. Applicants must complete the online pre-enrolment form available on the school website.
2. Parents or Guardians must respond in writing to accept, or defer the offer of a school place on or before the date and time specified in the offer letter. Failure to respond by the specified date and time will result in the place on the pre-enrolment list being forfeited.
3. It is the sole responsibility of applicants to inform the school of any change of circumstances relevant for the enrolment process, such as: contact details, number of siblings, etc. School administration staff do not inspect each pre-enrolment; therefore, it is imperative that parents/guardians submit the correct information for the child.

4.2 HETNS Staff

HETNS staff members involved in the enrolment process must adhere to the enrolment policy and follow the established enrolment processes.

4.3 Principal

Principal is responsible for the day-to-day management of the school and is accountable to the Board for that management and implementation of the enrolment policy.

4.4 Board of Management

The Board is responsible for ratification of the enrolment policy. Chairperson of the Board on the date of its ratification by the Board signs the policy document.

5 Policy Review

This policy will be subject to formal review twelve months from date of ratification.

6 Appendices

6.1 APPENDIX A: Positive Behaviour Policy



Holywell Educate Together National School

Positive Behaviour Policy

The aim of the Positive Behaviour Policy is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in an environment conducive to learning. It is directed towards adopting a positive approach to the question of behaviour in our school. This means that there is greater emphasis on rewards rather than sanctions or punishments.

This policy is also adopted to promote a positive and safe working environment for all staff, including a positive and safe classroom environment for teachers. This Positive Behaviour Policy applies while in the school as well as on school trips, afterschool clubs, yard and any school-related activities.

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Introduction

In order to fulfil the main aims of primary education an atmosphere conducive to learning must be maintained. This is best achieved by maintaining a discipline appropriate to the development of satisfactory attitudes and habits by the children. Teachers are in 'loco parentis' while the children are in school and they must ensure that all children behave in a manner that ensures academic success, safety and enjoyment in school. The positive behaviour of the children also ensures that all children and staff are safe.

Positive behaviour is instilled in the children by having acceptable guidelines that are determined by the whole school community. Children work well when they have boundaries and they are aware of the workings of the school, the school day and what is expected from them.

Our code of behaviour ensures that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education. Children learn about their rights through the means of the

Ethics programme. Every member of staff adopts a positive approach to the question of behaviour in the school. The school recognises the variety of differences that exist between children and the need to accommodate these differences wherever it is possible within the confines of the classroom situation and outside

This policy follows recommendations set in the relevant Guidelines issued by the National Educational Welfare Board (Developing a Code of Behaviour: Guidelines for Schools, 2008). It was devised in consultation with the teaching staff, the pupils and parents in our school and has been submitted to the Board of Management for ratification. It will be reviewed annually.

Expectations for students, staff and parents/guardians

We believe that a high standard of behaviour requires a strong sense of community within the school. A high level of cooperation among members of staff is necessary. Equally necessary is a high level of cooperation among staff, pupils and parents/guardians. It is hoped that all pupils, parents/guardians and staff will share a sense of responsibility about good conduct within the school.

Behaviour should reflect values such as:

- Respect for self and others
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict

Willingness to take correction and modify behaviour

Mutually respectful relationships balance warmth and empathy with objectivity, professional detachment, fairness and consistency.

Expectations for students

The school expects commitment from students to their own learning and to that of their peers.

This commitment includes:

- attending school regularly and punctually

- doing their best in class
- taking responsibility for their work and homework
- keeping the **school and class** rules
- helping to create a safe, secure and positive environment
- respecting all staff members
 - respecting other students and their learning
- participation in **all** school activities

Class teachers and specialist personnel should check that standards and rules are communicated in a way that is appropriate to the abilities of all pupils, including pupils with special educational needs and international children.

Expectations for staff

The concept of promoting positive behaviour should be based upon an empowering approach, which nurtures a culture of self-discipline among children. An atmosphere of co-operation and mutual respect should be created as part of the philosophy of the school. All adults throughout their interactions with children should use communication strategies which foster co-operation, respect and encouragement.

The overall responsibility for discipline within the school rests with the principal and Board of Management. However each teacher has responsibility for the maintenance of discipline within their own class. They will:

- Endeavour to match the curriculum to the abilities, aptitudes and needs of the child.
- Ensure that there is supervision at all times
- Ensure that their teaching meets the learning style of the children in their class
- Create a learning environment that is creative, interesting and engaging where possible
- Implement the reward/sanction scheme in a fair and consistent manner
- Keep a written record of all incidents of serious or gross misconduct, sanctions implemented and the outcome.

Expectations for parents/guardians

Parents/guardians play a crucial role in shaping attitudes in their children which produce good behaviour in school. Parents/guardians can cooperate with the school by:

- encouraging their children to abide by the school rules,
- encouraging punctuality and regular attendance,
- by visiting the school and being involved in school life and activities,
- by talking to the members of staff and (by) ensuring that homework is allotted due time and effort.

It is imperative that parents co-operate with staff should issues arise. When parents and teachers work together children can be supported both at home and in school thus increasing the child's success and happiness at school.

School rules

Classroom

The Golden Rules have been drawn up for each class which are based on the rules

below. These were agreed by all students and the Student Council in early 2015. This code enables all to learn well and get on well together. These rules will be displayed in each classroom and the surrounding corridors.

Rules will encourage respect, politeness, kindness, honesty, gentleness, sharing, listening, etc.

Our Golden Rules

1. We have good manners – we listen, we take turns, we share.
2. We use kind words, kind hands, kind feet.
3. We are honest at all times.
4. We show respect for all staff, students and property.
5. We are sensible – we walk in the classrooms, the corridors and line up sensibly.
6. We are thoughtful – we are helpful and take care of each other.
7. We always try our best to be our best.

Yard

The Golden Rules incorporate the principles of respect for others. Sharing and caring apply to yard rules. Children will be encouraged to play and to ensure that no child is excluded. The friendship stop on each yard is in place to ensure that no child is excluded and that they can identify to others that they feel left out. Children are encouraged to remember the SMART Rules at line up time on re-entering the yard. Jostling and overtaking is not acceptable.

Playground Rules:

- We are gentle and we do not hurt others.
- We are kind and helpful and do not hurt anybody's feelings
- We play well with others and do not damage or spoil anything.
- We go to the teacher on duty.
- We line up nicely with a smile.

Reward system

All children deserve encouragement to attain their best. In Holywell ETNS we wish every child to achieve success at their own particular level and with their own particular talents whether academic and social. Rewards should be given for effort and not only for achievement. An approach which utilizes encouragement rather than praise is developed.

- Children are encouraged and praised by school staff
- Parents/guardians will hear good news on a regular basis about their child via the incentive systems. These include the following strategies:

Star of the week

Group/Table of the Week

Writer of the Week

Sharing work with an audience

Letters home

Displaying work

Newsletter

Website

Class blogs

Verbal comments to parents/guardians,

Inviting parents/guardians to see work

Tangible rewards (Stickers/stars/certificates/smiley faces/piggy banks/tokens/stamps awarded by adults for behaviour and work etc.

'Dojo' Points (cumulative points award 'Golden Time')

'Golden Time' a discrete time set aside where students may chose a curricular area as a reward, ie visual arts, drama lesson etc.

Tokens for Yard Lines

Traffic light system (green: excellent, orange: verbal warning, red:sanction)

Unacceptable behaviour and its consequences

Where a student's behaviour disrupts the teaching and learning of other students or endangers the safety of themselves, other children or staff the following will apply:

Sanctions will be applied in order to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences helping them to learn to take responsibility for their behaviour.

Applying sanctions will also reinforce the boundaries set out in the rules and signal to other students and to staff that their wellbeing is being protected. It is critical that staff are cognisant of maintaining children's dignity at all times. Sanctions are given in a clear and consistent manner.

The school and classroom practices that support good learning behaviour are valid for all students, including those with identified special educational needs.

Minor misbehaviour

Everyday instances of a minor nature are dealt with by the class teacher/staff. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents/guardians will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

Minor Misbehaviour Examples:

- Talking
- Name-calling
- Pushing
- Non-compliance with class/yard rules
- Distracting and disrupting classmates/teachers
- Ridiculing
- Insolence
- Disrespect
- Dishonesty

Sanctions imposed for the above are dependent upon the age and understanding of the child. These may include:

Classroom

- Verbal reprimand
- Use of traffic light system as outlined above
- Exclusion from particular lesson
- Move seats within the classroom

- Complete work during 'Golden Time'
- Sit on the 'thinking chair'
- Unfinished classroom work to be completed as homework (within reason)
- Opportunity to re-do unsatisfactory work
- Note home to parents
- Phone call to parents
- Meeting with parents

Yard Time

- Hold staff members hand
- Time out by the wall

(Sanctions that contravene the **Educate Together ethos** of child-centeredness, inclusion and respect will not be used in the school, such as writing lines, sending children to other classrooms/partner teachers, raising voices at children, ridiculing, demeaning children, calling children by their surname instead of forename, using sarcasm etc.)

Serious misbehaviour

Examples of serious misbehaviour:

- Bullying (including alienation and intimidation)
- Racism
- Verbal /physical abuse of adults or children
- Theft
- Damage to property
- Any behaviour which poses risk of injury to the pupil or others
- Any sexualised or inappropriate language or behaviour
- Any other misbehaviour which continuously interferes with teaching and learning process.

All matters relating to bullying will be referred to the Principal. The Board of Management will also be consulted at each meeting, as per guidelines and the implementation of the Action Plan on Bullying – Report of the Anti-Bullying Working Group to the Minister for Education and Skills which was published in January 2013

Only in cases of repeated serious misbehaviour and/or failure to improve after

meeting(s) between parents/guardians and/or a single incident of serious misconduct, the principal, under the direction of the Board of Management, will temporary

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

“Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or a serious breach of discipline, by authorising the Chairperson or Principal to exclude pupils from school, the maximum period of such exclusion shall be three school-days. A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of 10 school-days, to allow for consultation with the pupils’ parents. In exceptional circumstances, the Board may authorise a further period of exclusion in order to enable the matter to be reviewed.”

The Board of Management will adopt policies to deal with bullying, harassment and sexual harassment.

Gross misbehaviour

Examples of gross misbehaviour:

- Assault on a teacher or pupil or any staff member or visitor to the school
- Serious theft
- Serious damage to property

Persistent misbehaviour

Sanctions to deal with persistent minor misbehaviour are as follows:

CLASSROOM

Class rules are based on collaboration with the children and class teacher as well as a whole school approach. Each Teachers class rules may vary. Procedures include:

1. Verbal Warning
2. Informal Meeting with Teacher and Parents
3. Written communication to Parents
4. Formal Meeting with Parent
5. Formal Meeting with Parent and/or Deputy Principal and/or Principal

YARD/PLAYGROUND

Step 1: Verbal Warning

Incident is reported to the Class Teacher

Step 2: Further 5 minute time out

Step 3: Child persists = parents/guardians informed, Principal meets with parents/guardians and pupil.

Repeated serious and gross misbehaviour

Where there is a need for a child to be assessed in relation to specific behavioural problems, the school should endeavour to raise concerns with parents/guardians sensitively and to give families as much support as possible. Referrals will be made by the Principal with the support of the parent/guardian

The following steps will be taken when serious or gross misbehaviour is persistent. These steps are in accordance with the Department of Education & Skills guidelines and Rule 130 of the Rules for National Schools:

- Communication by Principal with parents/guardians – verbal or in writing
- Meeting between Principal and parents/guardians
- Chairperson of Board of Management is informed
- Parents/guardians will be requested in writing to attend school to meet the Principal
- Parents/guardians must endeavour to support their child and school to comply with rules and aim to give an undertaking that the pupil will behave in an acceptable manner in the future. On failing this, the pupil will be suspended for a temporary period
- In the case of gross misbehaviour the Board authorises the Chairperson or Principal to sanction an immediate suspension, pending a discussion of the matter with the parents/guardians. The maximum initial period of suspension is three school days
- The Board of Management can authorize a further period of exclusion up to a maximum of 10 school days to allow for consultation with the pupils or pupils parents/guardians
- In exceptional circumstances, the Board of Management will authorize a further period of exclusion in order to enable the matter to be reviewed

Every effort will be made to have an emotionally disturbed child referred for psychological assessment without delay. Help will be sought from support services within the wider community, e.g. Community Care Services

Suspension

Examples of grounds for suspension:

- 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 to themselves and others in the school community.
- the student is responsible for serious damage to property.
- the student is responsible for a single incident of serious misconduct.

After other interventions are tried and reasons why these have not worked are reviewed, the decision to suspend a student can be made. This decision will be made by the Board of Management. Each case will be looked at individually taking into account the child's circumstances.

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

Expulsion

Examples of grounds for expulsion:

- 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.

Expulsion will only be considered when the Board of Management have tried a series of other interventions and believes all possibilities for changing the student's behaviour have been exhausted.

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence (for instance, a serious threat of violence against another student or member of staff, actual violence or physical assault, supplying illegal drugs to other students).

When expulsion is considered, the following steps will be taken:

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

- The decision to expel will take effect 20 days after the National Education Welfare Board has received notification in writing
- Where the school has expelled a pupil and all appeals processes both internal and external have been exhausted, the student's expulsion will be reported on the student absence report form.

Methods of communicating with parents/guardians

Communicating with parents/guardians is central to maintaining a positive approach to dealing with children. Parents/guardians and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents/guardians are being established and will be reviewed regularly.

Parents/guardians should be encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

The following methods are to be used at all levels within the school:

- Informal parent/teacher meetings
- Formal parent/teacher meetings
- Through children's homework journal (1st Class- 6th class)
- Letters/notes from school to home and from home to school
- School notice board
- Website and blogs
- Newsletters
- Text messaging
- Emails
- Social events and activities

Raising a concern/bringing a complaint about a behaviour

matter

Any parent/guardian who has concerns about a behaviour matter should bring this concern to the attention of the **class teacher**.

Plan for reviewing the policy

This Positive Behaviour Policy will be reviewed and evaluated annually and any training needs arising from implementing such a policy will be addressed.

Ratified by the Board of Management:

Chairperson

Date: October 6th 2015

Certificate of Co-Operation with the Positive Behaviour Policy

The safety and wellbeing of all children attending our school is of the utmost

importance to us. With this in mind, a Positive Behaviour Policy has been put in place and ratified by the Board of Management.

We request that parents/guardians read the policy carefully with their child/children and discuss the contents. Please sign the following undertaking and return this form to the school by:

Date: _____

I confirm that I have read this policy with my child:

Name: _____

We have discussed the contents together and we agree to uphold this policy during the coming year.

Signed by Parent/Guardian:

Name

(please print): _____

Signature: _____

Date: _____

Please keep the policy document safely at home for future reference .

6.2 APPENDIX A: ENROLMENT PROCESS

1. Applicants wishing to apply for a place for their child must complete the online pre-enrolment form available on the school's internet website, www.holywelletns.ie. This form requires the applicant to give the school certain information regarding the student and to agree with the terms and conditions.
2. On completion and submission of the online pre-enrolment form a unique pre-enrolment number will be automatically allocated to each applicant in the order of being received by the computerized enrolment system.
3. Students will be listed in order of the pre-enrolment number held in the computerized enrolment system. No guarantees of place are given or implied by pre-enrolment.
4. Each November of the year prior to that for which the child is pre-enrolled, the pre-enrolment lists are reviewed. If all pre-enrolment conditions are met, school will issue a written offer of school place to each applicant, until classes for the following August/September are filled.
5. Upon receiving the offer of school place applicants must follow the instructions provided in the offer letter and respond in writing to accept or defer the offer of a school place, on or before the date and time specified in the offer letter. Not following these instructions and/or failure to respond by the specified date and time will result in the student's place on the pre-enrolment list being forfeited. It is the sole responsibility of parents and guardians to inform the school of any change of address (or other contact details.) School administration staff do not inspect each pre-enrolment; therefore, it is imperative that applicants submit and maintain the correct information for the student.
7. In order to accept the offer and secure a place in school, it is imperative that applicants closely follow all the instructions listed in the offer letter. Not following these instructions may result in the decision to refuse admission.
8. Applicants for the Junior Infants classes may defer the child's place for one year, providing the child is under 6 by the first of September of the year in which he/she starts school. This means that the student's name will be placed on the enrolment list for the following school year with the same

date as the original pre-enrolment submission. Deferral does not guarantee a place in school for the following year. Applicants for classes other than Junior Infants cannot defer a place.

9. If a place is not offered during the school year for which a place is sought applicants can choose to submit application for the following year (either for Junior Infants or for another class). It is the responsibility of the applicant to make such a request in writing to the school administration; otherwise the application will be removed from the school's pre-enrolment computerized system.
10. The applicants may, within 30 days from the date that they were informed of the enrolment decision, appeal that decision in writing to the Board of Management.
In accordance with Section 29 of the Education Act 1998, applicants may appeal the refusal to enrol a child to the Secretary General of the Department of Education and Skills.