

CODE OF BEHAVIOUR

(CCA Code of Positive Behaviour)

Coláiste Chraobh Abhann





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School Mission Statement

Coláiste Chraobh Abhann is a co-educational, multi-denominational second level school which opened in 2003 and operates under the patronage of Kildare and Wicklow Education and Training Board.

Our school is about the pursuit of educational excellence in a community where mutual respect prevails.

We aim to achieve educational excellence and mutual respect by:

- offering a broad-based curriculum which will meet the individual needs of our students.
- encouraging and motivating our students to develop academically with the support of a high-quality teaching service.
- providing opportunities for students to develop holistically through curricular and non-curricular means and from the example set by adults in the school.
- fostering a culture of respect, understanding and encouragement amongst all members of the school community.
- providing facilities, resources and services of the highest standards.
- responding to the needs of the community, society and the individual student by adapting our services when required.
- promoting life-long learning for all members of the school community.
- providing a well-maintained, safe and positive environment.
- providing a disciplined and orderly environment which is caring, tolerant and inclusive.
- valuing each member of the school community equally.
- fostering positive relationships between all members of the school community.
- Encourage and motivate our students to achieve their academic and personal potential.
- Encourage our students to develop physically, socially and personally by participating in a wide range of co-curricular and extra-curricular activities.
- supporting staff to develop both professionally and personally.
- establishing structures which allow parents, students and local community to cooperate with and support the school.
- encouraging the local community to use the school as a resource and, in turn, be a resource to the school.
- reflecting on and evaluating our customs, practices, policies and structures on a regular basis.
- closely co-operating with and supporting parents in fulfilling their role as primary educators of their children.
- preparing students for life so that they may continue to be valued members of society.

“We strive for Educational Excellence and believe in Mutual Respect”



Introduction

The school's Code of Behaviour (CCA Code of Positive Behaviour) is the result of a collaborative effort on the part of students, parents, teachers, management. It complies with the Education Act 1998, the Department of Education Circular M33/91 'Guidelines towards a positive policy for School Behaviour and discipline', the Education (Welfare) Act 2000 and the 'NEWB Guidelines for developing a Code of Behaviour'.

Our school cares for each student and acknowledges that education is a right which provides an opportunity for each individual to reach his/her potential. The expectations for behaviour in this code apply to all students in the college during school time, on the school bus, in attendance at a school activity/extra-curricular activity and also on school tours both at home and abroad.

Goals of Code of Behaviour (CCA Code of Positive Behaviour)

1. To work in an atmosphere of peace and tranquillity
2. To progress without interference from others.
3. To study and learn in accordance with their ability.
4. To enjoy a learning environment where the individual talents of each person are respected and fostered.
5. To have appropriate support and guidance when coping with the demands of school life. The good name and reputation of the school as an institution must be nurtured and protected for the benefit of all students. Working in partnership with parents, the teaching staff is committed to providing all students with an education which will enable them to take on the challenges of the adult world with ease and assurance. Each of the partners, teachers, parents and students has roles and responsibilities which must be fulfilled if successful educational outcomes are to **be achieved**.



Understanding Behaviour

An understanding of the factors that influence behaviour is fundamental to developing and implementing the schools code of positive behaviour. Learning, relationships and behaviour are inextricably linked. Good behaviour is an outcome of effective learning and good relationships, as well as an influence on how students learn. The two categories of factors that influence behaviour are:

School life is fundamentally social, and individual students and teachers are part of the many groups and subgroups in the course of a single day. The dynamics that operate within and between these groups are very powerful and are themselves significant influences on individual and group behaviour.

<i>Within-person Factors</i>	<i>External & Interpersonal Factors</i>
• Age & stage of development • Personality & temperament • Personal history & experience • Physical, sensory or medical characteristics • Skills, ability to learn • Beliefs about self & others • Resilience & self-efficacy	• Parental & family patterns & relationships • Social networks, including friends & peer groups • Neighbourhood & community factors • The status & standing of different groups in society • School factors • Time, opportunity & support for personal /social development

within these social groups are powerful and can influence behaviour. A knowledge of the influences and the relationships within the

Expectations

The Code of Behaviour (CCA Code of Positive Behaviour) is based around our mission statement which divides into four core expectations. These expectations were arrived at after careful consultation with staff, students and management.

Educational Excellence



Be prepared
Be engaged

Mutual Respect



Be respectful
Be responsible



Whole School and Curriculum Support for Positive Behaviour

Students are informed and supported in meeting the expectations of the Code of Behaviour (CCA Code of Positive Behaviour) in the following ways:

1. The Code of Behaviour (CCA Code of Positive Behaviour) is circulated to the parents/guardians of all new entrants into the school, through the school website, and they are asked to read it and to sign their agreement with the content and their support and co-operation with it.

This is done to ensure that students and parents/guardians understand what our rules are, why they must be adhered to and what procedures will be followed if the expectations are not upheld.

2. At the start of each new academic year/induction process, each class is brought through the expectations for positive behaviour and any amendments to it are highlighted.

This is done to remind students of the content and to take account of the fact that they have been out of the school environment for 3 months.

3. School expectations are discussed as part of the school's pastoral care programme. The expectations and a student's aims and personal goals for the year is included in the school journal.
4. The notion of tolerance for others, self-control, a sense of fairness and the principles of natural justice are discussed as part of the religious education and SPHE programmes in the school.
5. Issues such as bullying, racism, sexism, harassment, violence, substance misuse...etc. are discussed with the students during their time in our school using SPHE, CSPE, themed weeks and/or outside speakers.

This is done to help our students to better understand these issues so that they can base their thinking, understanding and action on factual information and in the light of the values espoused in our school.

6. The Student Support Team, Guidance team, Year Head and class tutor system are in place to support students who need additional guidance in behaviour management.
7. The emphasis on student voice and leadership motivates students to maintain high standards of behaviour and to aspire to be good role models.



Promoting Good Behaviour

Promoting good behaviour is one of the main goals of the school's Code of Behaviour (CCA Code of Positive Behaviour). This requires consistency across the teaching team. Strategies to promote good behaviour include:

- Involving students in the preparation of the school and classroom expectations – Student Council and Prefects
- Teaching and frequently reminding students of expectations – Tutorial and Assemblies
- Use of rewards systems for students through tutors and year heads – Class Teacher, Assemblies and Prize Day
- Promoting and strengthening relationships between all partners through open conversations and meetings – Mission Statement
- Adults modelling the behaviour that is expected from the students
- Good school and class routines being carried out - 6 Golden Expectations of Classroom and Corridor
- Helping students themselves to recognise and affirm good learning behaviour – Pastoral Care System, Peer Mentoring Programme, Pastoral Calendar/Weeks
- Facilitating conversations with students on how people should treat each other and what this looks like in our school environment – Pastoral Care System
- Allowing opportunities for students to achieve leadership roles in our school
- Specific teachers are available to offer supports for students that may need them.



Rewards and Recognition

At Coláiste Chraobh Abhann we recognise that students - like all of us - respond more positively to encouragement than to criticism. Consequently, we have devised a system of rewards whereby the efforts of the student whether in the academic field or otherwise are recognised and applauded. As part of their personal development our aim is to make students aware that their behaviour is chosen and that their good efforts will be acknowledged and celebrated.

Inappropriate behaviour is also a choice and brings its own consequences. We want to encourage our students to choose the most appropriate way to succeed with school, their friends, adults, their work, everything. Therefore, we want to reinforce their good choices by rewarding it with:

- **Verbal and written praise in class**
- **Recording commendations on Vsware and School Journal**
- **Letters or phone-calls home**
- **Special certificates**
- **Certificates of commendation**
- **Letters of commendation**
- **Activity prizes**
- **Prize Day awards**
- **Recognition on school website and social media accounts**
- **Acknowledgement at assembly**
- **Display of students' work**
- **Leadership roles given to students e.g. class captains, class representative on Student Council, peer mentor or prefect.**
- **Outstanding references**
- **Acknowledgement at Parent/Student/Teacher Meeting**



The school expectations/rules are as follows:

BE PREPARED

Students will be punctual for assembly/tutorial time at the start of each school day and also punctual after lunch. Students will attend school regularly, remain for the full school day and if absent, the school will be notified of the reason for the absence.

This is expected in our school because missing class adversely affects progress and can impede the progress of the students present. The school is legally obliged to report the reason for all absences. When students are absent due to school activities they are responsible for catching up on the work missed. Students and parents/guardians must follow the correct sign out procedures if a student must leave school early.

Students will bring their journal, iPad, books (e-books), copies and all equipment that they need to all relevant classes.

This is expected in our school to ensure that students can benefit fully from classes and minimise time wasting.

Students will do their homework/class work and participate fully in class.

This is expected in our school because homework/classwork reinforces learning and helps students to reach their full potential.



Students will get their parents/guardians to sign their school journals every weekend.

This is expected in our school because it facilitates communication between teachers and parents/guardians. In addition, it allows teachers/guardians to monitor student progress.

Students will be on time for class and not loiter or go to their lockers between classes.

This is expected in our school because not being on time causes disruption for the teacher and the class. In addition, Coláiste Chraobh Abhann is concerned about the development of the whole child/person and encourages students to develop good punctuality which will be expected of them in the workplace.

Students will be ready for class in full school uniform. This correct uniform must be worn to and from school.

This is expected in our school because uniforms promote a sense of pride and equality among the student population. The uniform is the public image of the school and it is the responsibility of each member of the school community to promote that image. The code of dress is clearly communicated to students and parents/guardians through the school journal, presentations at information nights and letters/information sheets sent to homes.



BE RESPECTFUL

Students will treat themselves, school staff, fellow students and visitors to the school with respect and have consideration for the rights and feelings of others.

This is expected in our school because having respect for oneself and for others promotes a respectful, caring atmosphere where the rights of all are upheld. Having consideration for the rights and feelings of others creates a better, more pleasant learning environment.

Students will co-operate and follow the instructions of all staff members. Students will co-operate with each other. They will listen to each other and their teachers and not disrupt any classes.

This is expected in our school to maintain good order, avoid disruption and create a better learning/working environment for all. Instructions given to assist the smooth day to day running of the school are carried out in the interests of all. Disruption of classes is unfair on fellow students and prevents the teacher from teaching effectively.

Students will move quietly around the school in an orderly manner and adhere to the 6 golden expectations of the corridor.

This is expected in our school for the health and safety of students and staff and so that the teaching and learning can take place without unnecessary disturbances.

Students will show respect for all property and equipment in the school and on the school grounds.

This is expected in our school because defacing/damaging school property is destructive and shows a lack of respect and consideration for the school community of which the student is a member. Damage to property costs money in repairs, which could be better spent on other school items and could also cause a hazard to health and safety. Everyone deserves to come to school/work in a pleasant environment.



Students will not use or bring into school prohibited substances such as cigarettes, e-cigarettes, alcohol or drugs. This rule applies going to and from school, during break and lunch time, while wearing school uniform, away on trips and/or representing the school.

This is expected in our school for the following reasons:

- *Smoking on the school grounds is illegal and smoking seriously damages health*
- *Banned/prohibited substances pose a risk to the safety of all*



BE RESPONSIBLE

Students are responsible for their own behaviour, they are encouraged to look out for each other and seek help/advice/support for themselves or others when in difficulty. This promotes a safe and caring environment for everyone and fosters a sense of personal responsibility.

Students will wear their full school uniform every day to and from school and comply fully with the correct CCA code of dress. Facial piercings and make up is not permitted (except clear nose stud) and stud earrings only can be worn. Only school jackets are permitted.

This is expected in our school because uniforms promote/project an atmosphere of uniformity, pride and equality among the student population. The uniform is the public image of the school and it is the responsibility of each member of the school community to promote that image. The code of dress is clearly communicated to students and parents/guardians through the school journal, presentations at information nights and letters/information sheets sent to homes.

Students are responsible for maintaining a safe and productive learning environment.

This is expected in our school to maintain good order, avoid disruption and create a better working environment for all. Instructions given to assist the smooth day to day running of the school are carried out in the interests of all.

Students must be responsible for appropriate use of technological devices.

This is expected in our school to ensure that students can benefit fully from classes and minimise time wasting. Students will agree not to use their phones or any electronic devices to record or photograph any person/thing related to school without prior permission. This is a rule of our school for the following reasons:

- *Mobile phones can cause many disruptions in school*
- *Camera phones impinge on the privacy of others*
- *Inappropriate use of mobile phones or electronic recording/listening devices causes disruption, prevents students from hearing instructions and impinges on the privacy of others.*



BE ENGAGED

Students will do their homework/class work, participate fully in class and ask for help when needed.

This is expected in our school because homework/class work reinforces learning and asking for help when needed boosts confidence.

Students will endeavour to participate in as many extra-curricular activities as possible.

This is expected in our school as it ensures students explore and develop their talents and skills as well as availing of the opportunity to experience something new and focus on ones Wellbeing.

Students will set targets and goals and be provided the opportunity for ongoing self-evaluation and reflection.

This is expected in our school because target setting keeps students focussed and motivated to reach their full potential.

Students will be encouraged to become part of the schools growing leadership team.

This is expected in our school because Coláiste Chraobh Abhann values our student's contributions as well as realising it plays a vital role in improving their educational engagement and social awareness.

Students will be invited to develop and implement community-based projects (school charity events, GAISCE, musicals etc.)

This is expected in our school because it fosters an awareness and appreciation of the diversity of others as well as helping to develop our students into responsible young adults.



Ladder of referral

The procedures for dealing with incidents of unacceptable behaviour/breach of the school expectations are referred to as our 'ladder of referral'. The basic principle is that the more serious the incident, the higher up the ladder it is dealt with and managed with varying degrees of response.

Level 1

Each subject teacher has responsibility for promoting positive behaviour in his/her own classroom. With the help of consistent expectations and routines in class/school, occasional minor behaviours for concern should be attended to effectively by the classroom teacher. Subject teachers may use some of the schools agreed sanctions. Subject teachers should record all incidents of failure to meet expectations in their own records and in the student journal where necessary.

While sanctions may differ from teacher to teacher, they must be consistently administered, with due regard being accorded to the personal difficulties of the student.

Students who arrive late to class will be dealt with by the subject teacher and noted in the journal.

Teachers who issue a sanction are expected to contact the student's parents / guardians themselves and record the details of the conversation for the student file on a Parental Contact Form.

Situations may arise where the teacher will require external assistance. In such situations the teacher may:

- In consultation with the student's Year Head, seek an assurance from parents/guardians that the matter reported will be rectified.
- Refer the student to the Year Head.
- Breaches of school expectations by a student should be notified / referred to the Year Head by the teacher for the Year Head to take action through the Student Journal. If students have 3 unacceptable marks (UB, NE, L, U or HW) at Junior cycle or Senior Cycle over the course of a week, the student is placed on Wednesday after school detention by the Year Head.
- Verbal or physical abuse and/or intimidating behaviour by students should be referred to the Deputy Principal / Principal immediately.
- Students who breach school expectations repeatedly with one or two unacceptable marks (UB, NE, L, U or HW) a week will receive a Wednesday detention at the discretion of the Year Head and Deputy Principal.

Level 2

Each class group is assigned a Class Tutor with special responsibility for them. The Class Tutor monitors the student diaries.



Class Tutors should forward records of student misconduct to the year head (3 marks in the journal, NE, HW, L, U or UB).

Teachers are required to complete a Minor Misconduct Report (MMR) when required for the listed incidents on the report.

Level 3

Each year group is assigned a Year Head. The Year Head has special responsibility for the year group and has a pastoral and disciplinary role to play for the students in their year group. Year Heads usually deal with more serious incidents or an accumulation of minor incidents. Year Heads can impose / recommend school sanctions up to and including suspension (sanctioned by Senior Management). Year Heads should keep detailed records of student conduct on the student's file. Teachers are required to complete a Serious Misconduct Report (SMR) for the listed incidents where a relevant incident occurs.

Students whose behaviour has not modified despite the school's best efforts will be referred by the Year Head to the Deputy Principal or Principal.

The Principal informs the Board of Management of all suspensions and recommendations of exclusion (see section on Suspension and Exclusion).

Below is the ladder of referral and suggested responses for students who struggle or fail to meet the school's expectations regarding behaviour.



Level 1

BEHAVIOURS FOR CONCERN	SUGGESTED TEACHER RESPONSES FOR MISBEHAVIOURS (Keep all records)	POSITIVE AFFIRMATIONS WHEN IMPROVING
• <i>Requires a mark in the journal for the following:</i> • <i>Lack of equipment</i> • <i>Late to class</i> • <i>No homework</i> • <i>Disrupting teaching and learning (1st time)</i> • Chatting • Chewing Gum • Chair swinging • Bad language in conversation • Bad language to peers • Uniform Infringement • Tardiness • Movement in room • Interacting with visitors • Littering • Avoiding cleaning up • Disengagement • Changes in behaviour	• <i>No Equipment (NE) note in journal</i> • <i>Late (L) note in journal</i> • <i>No Homework (HW)</i> • <i>Unacceptable Behaviour (UB1) note in journal</i> • <i>3 Marks = Wednesday Detention afterschool</i> • <i>1-2 marks consistently = Year Head discretion of Wednesday Detention after school</i> • Non-verbal reminder • Repositioning of teacher • Rule reminder • Redirection of student (task orientated) • Timing of tasks • Differentiation • Tap on desk • Verbal warning • Meeting after class • Seating plan • Note of concern in journal • Phone call home (liaise with Year Head) • Year Head referral • Audio cues • Extra homework relevant to the subject area • Teacher detention at lunch time • Temporary physical separation to another supervised classroom until the end of that lesson. • “NO STUDENT IS TO BE LEFT UNSUPERVISED OUTSIDE THE DOOR”	• Verbal praise • Positive note in journal and Vsware • Tutor Referral • Phone call home • Begin Fresh Start



Level 2

BEHAVIOURS FOR CONCERN	SUGGESTED TEACHER/YEAR HEAD RESPONSES FOR MISBEHAVIOURS (Keep all records)	POSITIVE AFFIRMATIONS WHEN IMPROVING
• Requires a Minor Misconduct Report (MMR) • <i>Refusal to sit in assigned seat</i> • <i>Refusal to follow teacher instruction</i> • <i>Refusal to hand over journal</i> • <i>Disrupting teaching and learning</i> • <i>Using a mobile phone in class</i> • <i>Inappropriate behaviour on the corridor</i> • <i>Repeated Level 1 behaviours</i> • Inappropriate comments • Using materials inappropriately (practical subjects) • Not presenting for Year Head Detention	• Unacceptable Behaviour (UB2) note in journal for all listed behaviours AND Minor Misconduct Report (MMR) to be issued. • Assisting a teacher with a task • Non-verbal reminder • Year head referral (3 MMR's =1 Serious Misconduct Report (SMR)) • Report Book (3 Stage Ladder) • Follow Mobile Phone Policy	• Verbal recognition • Positive note in journal and Vsware • Acknowledgement by tutor/year head • Phone call home (Record on file) • Support a fresh start



Level 3

BEHAVIOURS FOR CONCERN	SUGGESTED TEACHER RESPONSES FOR MISBEHAVIOURS (Keep all records)	POSITIVE AFFIRMATIONS WHEN IMPROVING
• Requires a Serious Misconduct Report (SMR) • <i>Offensive or abusive language towards a staff member</i> • <i>Offensive or abusive language towards another student (context-based)</i> • <i>Absent from class without permission</i> • <i>Leaving school grounds at break time</i> • <i>Physical fighting or aggressive behaviour</i> • <i>Using phone in class and a refusal to hand it up</i> • <i>Graffiti or damage to school property</i> • <i>3 previous Minor Misconduct Reports</i> • <i>Intimidation/bullying behaviour</i> • Changes in behaviour • Concern about student welfare including attendance • Continued Disengagement from learning • Smoking / Vaping • Threatening behaviour • Substance use/misuse • Not presenting for Deputy Detention	• Unacceptable Behaviour (UB3) note in journal for all listed behaviours AND Serious Misconduct Report (SMR) to be issued • Seek Advice from Year Head SUGGESTED YEAR HEAD ACTIONS • Investigate based on referrals • Restorative meeting with student • Mediation between students • Student Behaviour Contract (IPB) • Report Book (3 stage ladder) • Academic tracking and target setting / Attendance targets • Home Contact: Phone calls and meetings with parent/guardian • Referral to Guidance Counsellor / Student Support Team • Refer to and liaise with outside agencies • Wednesday afternoon detention • Community service (remove graffiti) • Refer to Deputy Principal/ Principal • Suspension • Board of Management Referral	• Verbal praise • Positive note in journal and Vsware • Phone call home • Begin Fresh Start



LADDER OF REFERRAL

SANCTIONS

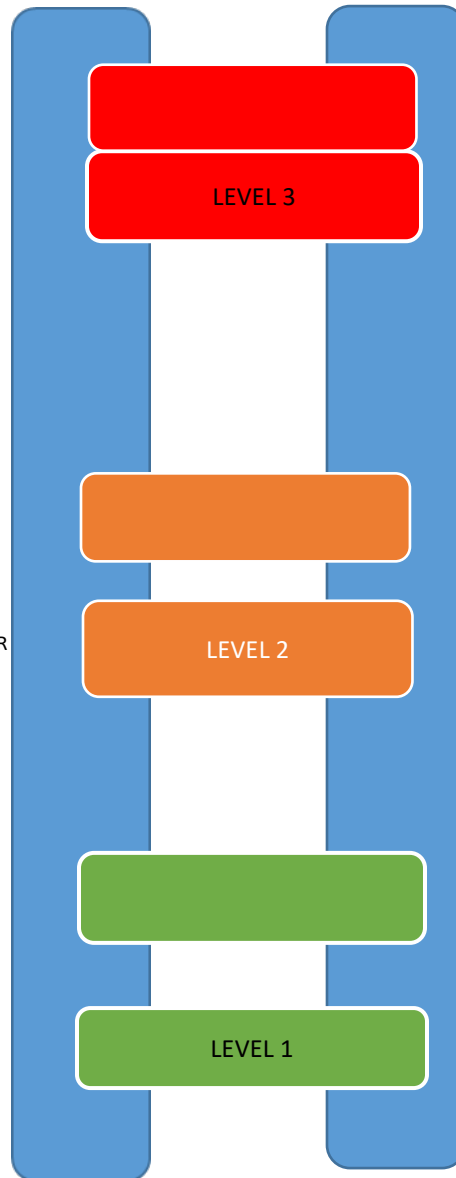
- Exclusion
- Board of Management Referral
- Suspension
- Senior Management Referral
- Placed on Report Book (3 stage)
- Wednesday Detention
- Restorative Practice
- Year Head referral using Serious Misconduct Report



- Meeting with Parents
- Placed on Report Book (3 Stage)
- Formal Meeting with year head
- Home contact
- Year Head Referral 3 MMR's = 1 SMR
- Minor Misconduct Report (MMR)
- Note in journal (UB)



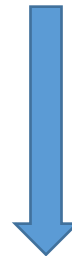
- Suggested Teacher actions
- Informal meeting
- Note in journal (UB)



CLEAN SLATE

SUPPORTS

- Engagment with supports and evidence of improvement



- Ownership of behaviour on Report Book
- IPB and agreed targets with persons involved





Procedures Relating to the Weekly Scheduled School Detentions

A student may be placed on detention by a Year Head for failing to comply with the Code of Behaviour (CCA Code of Positive Behaviour)

- Details of the reason why a student received detention is recorded by the Year Head referring them in the student's journal
- A text is sent home from Vsware a day in advance notifying parents / guardians
- Wednesday after school detention for one hour (13:30pm – 14:30pm) is held every week by the Year Head team
- During detention a student must work quietly at assigned work.
- If a student is unable, due to absence from school, to attend detention on the date assigned, they will be transferred to the following week.
- In the event that a student does not report for Wednesday after school detention on the assigned day and present in school (exception medical appointment approved by Year Head/Deputy Principal) they are suspended for one day on the Friday of that week.
- Parents / guardians are asked to encourage students to comply with detention procedures.

Interventions and Supports

The subject teacher will deal with the majority of routine incidents of misbehaviour through classroom management strategies, thus minimising the need for interventions. The school has both formal and informal structures in place for when intervention is necessary.

- Formal structures include: tutor systems, year heads, guidance counsellors and the student care team.
- Informal structures include: peer support, mediation or providing informal support to colleagues e.g. removing a student to a colleague's room for time-out.

Interventions refer to the strategies used to help prevent students from re-offending and give specific help to those students who find it particularly difficult to live by the code of behaviour (CCA Code of Positive Behaviour). Such strategies usually involve gathering information and consultation with school personnel, parents/guardians and others as appropriate. Specific intervention packages may need to be designed to suit individual needs. Examples of specific interventions include:

1. The Student Support Team, Guidance team, Year Head and class tutor system are in place to support students who need additional guidance in behaviour management.
2. Additional support may be necessary for some students for example: an Individual Behavioural Plan (IPB).
3. Specialised support may be necessary for a small minority of students for example: having an SNA¹ appointed, involvement of external agencies etc.



Attendance

To deliver the highest quality education for each student attending Coláiste Chraobh Abhann, it is essential that high attendance standards should be maintained. Absences from school affect not only absentees but also those who are present in terms of overall morale and the necessity for teachers to repeat material which has been missed.

Working together, the home and the school can ensure that students will realise their potential by regular attendance.

The school's Statement of Strategy Regarding Attendance acknowledges the link between attendance, learning and behaviour. It is vital that the school is informed of a child's absence in order to protect, in conjunction with all other aspects of school life, the care and welfare of the students.

The following are the procedures to be followed by parents when they are notifying the school about a child's absence:

1. Provide a note of absenteeism on the school app on the days absent or written explanation for the student's absence in the student journal to the Class Tutor on the first day of return to school. If students have 3 consecutive unexplained absences Class Tutors notify the Attendance Officer and Year Head. The Attendance Officer will contact home.
2. To inform the school in advance of any planned absences from school by noting the absence on the school app or phoning the office before 8:50am.
3. A doctors' certificate should be provided for significant absences due to illness.
4. Students who leave the school during the day due to illness or appointments must have a note in their journal to be collected by a parent/guardian at school, countersigned by the student's tutor. Admin staff will phone parent/guardian nominated on Vsware to ensure the student has permission to leave. Students cannot be signed out without confirmation from a parent/guardian. The signing out is inputted to VSware by the Admin Staff with the code SO.
5. To acknowledge and, where necessary, reply to communications from the school in relation to attendance issues.

¹ SNA = Special Needs Assistant

Parents are asked to:



- Exercise discretion in distinguishing between genuine illnesses which require time off school and minor complaints which do not.
- Make every effort to arrange medical and dental appointments after school hours. In cases where this is impossible, students should be instructed to return to school after the appointment.
- Support their child's education by refusing requests for unofficial days off for activities which might include shopping, holidays or preparation for social events.
- Ensure that their child is not so fatigued from a part-time job that time is missed from school.
- Refrain from taking family holidays during school term. The school is obliged to include any such days in the total absences for the year.

The Education (Welfare) Act 2000 obliges the school to forward the name of any student who exceeds 20 days of absences for the year to TULSA Child and Family Agency

Punctuality

A good record of punctuality is an essential part of any student's preparation for life as well as being essential to the smooth running of the school and to the continuity of teaching and learning.

1. All students are required to be in school every morning at 8.45 a.m. and in class in the morning at 8:50 and every afternoon at 1.47 p.m.
2. Students who arrive late for school in the morning or afternoon must sign the late book and receive a late note in their journal before entering class.
3. If a student has a persistent latecoming record contact will be made with their parents.
4. Students will be put on detention for persistent latecoming. (3 unexplained lates)

Bullying and Harassment

Bullying and harassment are prohibited in Coláiste Chraobh Abhann. Every student has the right to a safe learning environment and Coláiste Chraobh Abhann fully endeavour to provide this at all times. The school's Anti Bullying Policy provides clear guidelines for responding to bullying behaviour.

Bullying: A Proactive Approach at Coláiste Chraobh Abhann

At Coláiste Chraobh Abhann a proactive approach is adopted to raise awareness of and reduce the incidence of bullying behaviour. This approach includes the following:

- A "Diversity Week" is held in the school during November each year.
- A dedicated section on the school's website provides support to all students and parents.



- The SPHE and CSPE coordinators ensure the delivery to all students of the relevant content of the respective syllabi with regard to Bullying. They also help coordinate a focus on this issue during “Diversity Week”.
- During “Diversity Week” a questionnaire will be given to a sample group of students on Bullying. The responses from these questionnaires will be analysed and an appropriate response formulated.

Concerns/complaints about a behaviour matter

When a parent or student has a concern about a behaviour matter it is advisable that they contact the teacher directly involved in the matter in the first instance. This may be the class teacher, tutor or Year Head. Contact can be made by emailing reception@colaisteca.ie or phoning the school on 01-2870198 and the message will be passed to the relevant staff member. The teacher involved will address the concern directly. If the concern is not addressed to the satisfaction of the parent, contact should be made by emailing reception at reception@colaisteca.ie.

Implementing the Code of Behaviour (CCA Code of Positive Behaviour)

The implementation of the Code of Behaviour (CCA Code of Positive Behaviour) for Coláiste Chraobh Abhann will include the following:

- All school partners are involved in the development and review of the code
- Amendments to the Code of Behaviour (CCA Code of Positive Behaviour) will be communicated to the stakeholders
- A major review will involve consultation with and ratification by all partners
- The code will be made accessible to all through its publication on our school website and hard copies will be available on request
- All incoming students will receive a copy of the Code of Behaviour (CCA Code of Positive Behaviour) and parents/guardians will be required to sign an acknowledgement of receipt of it
- The code will be referred to in class by teachers on a regular basis. Students and their parents/guardians must sign the code in the student journal each year.



Whole School Approach

The Code of Behaviour (CCA Code of Positive Behaviour), on its own, cannot create the environment that makes it possible for students to learn and behave well. All members of the school community have responsibility to ensure that our students behave well. The main elements of a whole school approach to behaviour include:

- An ethos, policies and practices² that are in harmony to create a positive school environment. Related policies include the schools Anti bullying, Pastoral Care, Attendance and Substance Use/Misuse Policies.
- A teamwork and consistent approach to behaviour
- Effective classroom management and good curricular planning
- An inclusive and involved school community

Classroom management and teaching methods have a strong influence on students' behaviour.

The classroom environment, like the wider school community, gives students clear messages about teachers' expectations and creates boundaries. The skills of the teacher in managing a routine engagement with students are critical in preventing problems. In addition, the supervision of students at break times also helps to ensure the school creates and maintains a positive school environment for all members of the school community.

2.Practices include the ability groupings in the school and Timetabling



Roles and Responsibilities

Our school acknowledges the contribution of all members of the school community. Each member has responsibility for the promotion of good behaviour and a role in responding to negative behaviour. Clearly defined roles and responsibilities allow for consistency among staff as well as ensuring that there is a planned approach to helping students to change their own behaviour.

Students

The school expects that students will at all times uphold the Code of Behaviour (CCA Code of Positive Behaviour). While the whole educational undertaking is geared towards aiding the student as they mature into young adulthood, an essential aspect of this is the development of a sense of personal responsibility.

- The school promotes the notion that behaviour is based on the principle of personal choice and that *“students who disregard the expectations /rules of the school have chosen to do so and must accept the consequences”*.
- Being a student in our school presumes a willingness to abide by the expectation/rules.
- Students must be aware of clear boundaries between acceptable and unacceptable behaviour.
- The students have a responsibility to make a positive contribution to the life of the school in terms of work, behaviour and relationships.

Parent(s)/Guardian(s)

The school acknowledges the role of parents/guardians in the development and operation of the Code of Behaviour (CCA Code of Positive Behaviour) and expects them to support the code and encourage their sons/daughters to uphold it. Parents/guardians are encouraged to share information with the relevant school personnel in order to assist the school in understanding a student's behaviour and to plan interventions where necessary. The support of parents is vital for the emotional and academic welfare of each student.

Parents are encouraged to help their children by:

- Ensuring that they attend school regularly, punctually and well equipped;
- Encouraging their children to reach their full potential;
- Providing them with a quiet place and the opportunity to study;
- Taking an interest in their daily school life;
- Establishing clear boundaries so that the child develops a value system which enables them to clearly differentiate between appropriate and inappropriate behaviour;
- Supporting the authority and discipline of the school, thereby helping their children to achieve maturity, self-discipline and self-control;



- Discouraging them from engaging in outside jobs during the school term since this has such a detrimental effect on the academic progress of all students;
- Keeping in regular contact with the school;
- Contacting the school immediately if anxieties arise in relation to any aspect of a child's life in school;
- Informing the school about any incidents of bullying;
- Attending scheduled meetings.

All parents are encouraged to become actively involved in the Parents' Association which is a vehicle for their voice in school affairs and which, through its nominees on the Board of Management, has a direct input into the management of the school.

We have an 'open door' policy in the school and our aim is that all parents should find the school a friendly and inviting place and have no hesitation about coming in to discuss any concerns they may have about their children.

Please note that the school expects all parents to avail of the 'Personal Accident Insurance Scheme' which operates in the school.

All students participating in contact sports must take part in this scheme.

Teachers

The school acknowledges the role of teachers in the development and operation of the Code of Behaviour (CCA Code of Positive Behaviour). The school recognises that a teacher's immediate responsibility is in the area of teaching and learning to deliver the curriculum in their own subject area, but that they also have a pivotal role to play in behaviour management.

While the of each teacher is, they also have responsibility for classroom discipline.

Teachers and students are required to ensure that expectations/rules for classroom conduct are maintained by all. All teachers are responsible for ensuring that school expectations/rules are observed throughout the school. These expectations/rules are printed in the teacher handbook and the student journal for the convenience of students and teachers.

The Class Tutor

Each class in the school has a particular teacher who is designated the Class Tutor. The Class Tutor is expected to develop a particular relationship with the class group and to help students in the class with their day-to-day problems. The Class Tutor has particular responsibility for:

- Attendance and punctuality.
- Day-to-day discipline in the class.
- Ensuring that all students are fully familiar with expectations/rules and procedures of



the school.

- Reporting regularly to the Year Head on the progress of the class.

The work of the Class Tutors in each year group is co-ordinated by the Year Head.

The Year Head

Each year group in the school has a Year Head who has overall responsibility for the class groups in the year.

The Year Head's responsibilities are:

- To co-ordinate the work of the Class Tutors in the year group.
- To have regard for the overall conduct and progress of each student in the year group.
- To encourage and motivate students. To impose sanctions where necessary.
- To keep parents informed of all matters relating to their children's education and to be available to meet parents to discuss issues which may be of concern to them.
- To keep the Senior Management Team fully informed of any problems or difficulties which may arise for the group as a whole or for individual students.

The Deputy Principal

The Deputy Principal has overall responsibility for discipline and student care. His/Her particular responsibilities in this regard are:

- To co-ordinate and monitor the work of the Year Heads.
- To have regard for the overall standard of discipline throughout the school and to ensure that agreed disciplinary procedures are observed by all concerned.
- To receive reports from Year Heads on particular matters of discipline and to recommend or undertake appropriate action.
- To keep the Principal fully informed of any problems or difficulties that may arise for individual students or groups of students.

The Principal

Final responsibility for all disciplinary matters rests with the Principal. The Principal shall, in consultation with the Deputy Principal and the Year Heads, maintain a continuous review of student care matters and disciplinary procedures. Parents and students have a right to consult with the Principal on any matters of concern to them.



Other staff

The school acknowledges the contribution of ancillary staff in the day to day running of the school. They too have a part to play in the successful delivery of our Code of Behaviour (CCA Code of Positive Behaviour). In particular, they have responsibility to report incidents of misbehaviour and examples of positive behaviour they witness.

Board of Management

The Board of Management is the decision-making body of the school. The school acknowledges the role of the Board of Management in the development and operation of the code of behaviour (CCA Code of Positive Behaviour). All policies are developed with the authority of the Board and must be approved by it before becoming official school policy. While it is not involved in the day to day procedures, it is the body to which parents and students over the age of 18 years can appeal in cases of suspension and Exclusion.



Definitions under the Education Act, 1998

“Parents” includes a foster Parents, a Guardians appointed under the Guardiansship 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;

“Principal” means a person appointed under *section 23*;

“school” means an establishment which—

(a) provides primary education to its Students and which may also provide early childhood education, or

(b) provides post-primary education to its Students and which may also provide courses in adult, continuing or vocational education or vocational training, but does not include a school or institution established in accordance with the Children Acts, 1908 to 1989, or a school or institution established or maintained by a health Board in accordance with the Health Acts, 1947 to 1996, or the Child Care Act, 1991;

“Student”, in relation to a school, means a person enrolled at the school and in relation to a centre for education, means a person registered as a Student in that centre.

Timeframe

This Code of Behaviour was devised in consultation with the students, parents, staff, management and Board of Management of our school. The process was commenced in January 2021 and the resulting code was implemented in the period from August 2023 to June 2026. The Code of Behaviour (CCA Code of Positive Behaviour) was ratified by our Board of Management and became an official school policy Monday 8th May 2023

Success Criteria & Monitoring

This Code of Behaviour (Code of Positive Behaviour) will be reviewed one year after its implementation initially and then reviewed as part of the normal Whole School Development Planning review cycle. Any amendments which need to be made will be in keeping with the general philosophy of our Code of Behaviour (CCA Code of Positive Behaviour). Any suggested amendments / improvements will be communicated to the Principal or Deputy Principal who will consult with all partners.



Appendix 1

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

1 Board of Management:

- 1.1 The Board of Management of Coláiste Chraobh Abhann is responsible for ensuring that a Code of Behaviour (CCA Code of Positive Behaviour) is drawn up in consultation with the parents, staff and students. The Code of Behaviour is based on the following key principles:
- a) The care, safety and welfare of students and staff.
 - b) Good relationships and co-operation between and among all the educational partners.
 - c) Personal responsibility.
 - d) The equal and fair treatment of all.
- 1.2 The Board of Management of Coláiste Chraobh Abhann shall ensure that the Code of Behaviour (CCA Code of Positive Behaviour) shall specify:
- a) The standard of behaviour to be observed by students.
 - b) The measures to be taken when the student fails/refuses to observe the standard.
 - c) The procedure that must be followed before a student is suspended/expelled.
 - d) The grounds for removing a suspension for a period or periods totaling not less than 20 days in a school year.
 - e) The procedures to be followed relating to notification of a student's absence from school.
- 1.3 Coláiste Chraobh Abhann affirms that data stored on computers in relation to students and parents is governed by the Data Protection Act 1988 and that information on file should be used only for the purposes for which it was intended.
- 1.4 The Board of Management of Coláiste Chraobh Abhann shall ensure that an evaluation of the effectiveness and efficiency of the process, strategy and policy regarding behaviour is carried out regularly.
- 1.5 The Board of Management of Coláiste Chraobh Abhann affirms that its Code of Behaviour (CCA Code of Positive Behaviour) is prepared in accordance with the Guidelines issued by the Education Welfare Board 2008.
- The Code of Behaviour (CCA Code of Positive Behaviour) addresses:
- The standards of behaviour expected in the school
 - The plan for promoting good behaviour
 - The ways in which a school responds to unacceptable behaviour
 - The plan for implementing the code of behaviour
 - School procedures for the use of suspension and expulsion



Parents:

- 2.1 Coláiste Chraobh Abhann affirms the statutory right of parents, through their representatives, to be consulted, regarding the drafting and evaluation of the Code of Behaviour (CCA Code of Positive Behaviour).
- 2.2 Coláiste Chraobh Abhann affirms that, on the enrolment of a student who has not reached the age of 18 years, the parent and student shall be provided with access to a copy of the school's Code of Behaviour (CCA Code of Positive Behaviour) and shall sign a declaration that the Code is acceptable to them and that they shall make all reasonable efforts to ensure compliance with said Code.
- 2.3 Coláiste Chraobh Abhann affirms that students who have reached the age of 18 years shall be subject to the rights and responsibilities as outlined at 2.2 above.
- 2.4 Coláiste Chraobh Abhann affirms that parents have a responsibility to actively support the staff of the school in the fair application of the Code of Behaviour (CCA Code of Positive Behaviour).
- 2.5 Coláiste Chraobh Abhann affirms that parents who have enrolled students in its school shall be encouraged to involve themselves in a positive participation in school life in order to facilitate the development of mutually beneficial links between school and home.

3. The Principal:

- 3.1 The overall responsibility for discipline within the school rests with the Principal subject to the authority of the Board of Management and Kildare and Wicklow Education and Training Board.
- 3.2 The Principal shall ensure that the Code of Behaviour (CCA Code of Positive Behaviour) is administered in a fair and consistent manner.
- 3.3 The Principal shall encourage a sense of collective responsibility among staff and a sense of commitment to the school among staff, students and parents.
- 3.4 The Principal shall provide guidance, leadership and support to staff, students and parents in the application of the Code of Behaviour (CCA Code of Positive Behaviour) and in disciplinary matters in general.
- 3.5 The Principal may delegate duties regarding behaviour to other professionals working in the school.



4. The Staff:

- 4.1 The staff shall be responsible, at all times, for dealing with the behaviour of students within sight or sound of them and that they shall respond appropriately to any instance of unacceptable behaviour.
- 4.2 The teacher is responsible in the first instance for discipline in the classroom and that they should:
 - a) Employ stimulating methods of teaching.
 - b) Have positive expectations of students.
 - c) Demand honest effort and high standards in terms of work and behaviour.
 - d) Seek to create an attractive classroom environment.
 - e) Have positive regard for all students.
- 4.3 The teacher should take cognisance of the students' social, environmental and cultural context.
- 4.4 The teacher has the right to teach and carry out their professional duties unhindered and in an atmosphere that is conducive to teaching and learning.

5 Students:

- 5.1 The students have the right to learn unhindered in an atmosphere that is positive and conducive to learning and teaching.
- 5.2 The students have a responsibility to make a positive contribution to the life of the school in terms of work, behaviour and relationships.

6. Support Structures:

- 6.1 Coláiste Chraobh Abhann affirms that Pastoral Care structures, which will ensure a caring and positive approach to the diverse needs of students, will be put in place and subject to the functions of the Minister pursuant to section 7 (1) of the Education Act 1998.
- 6.2 Coláiste Chraobh Abhann affirms that the school will make every reasonable effort to have students who display worrying behaviour patterns referred, without delay, for counselling and/or psychological assessment, and subject to the functions of the Minister pursuant to section 7 (1) of the Education Act 1998.

7. Strategies for Dealing with Misbehaviour:

- 7.1 The school will adopt a three-part response to issues of misbehaviour:
 - a. The development of a whole school Code of Behaviour (CCA Code of Positive Behaviour) in collaboration with teachers, parents and students.



- b. The development of classroom management strategies in consultation with teachers.
 - c. Strategies for dealing with students who are consistently difficult to manage.
- 7.2 Written records will be maintained by the school with regard to student behaviour/misbehaviour.
- 7.3 Parents will be kept informed from the outset of instances of misbehaviour on the part of their children and that their co-operation in finding a resolution will be sought as early as possible.
- 7.4. Praise, encouragement and reward will be used in all its schools as mechanisms for the formation of good behaviour and academic excellence.
- 7.5 Coláiste Chraobh Abhann affirms that the following are among the strategies that may be used to promote good behaviour:
- a) Communication with parents.
 - b) The rewarding of students regarding positive behaviour.
 - c) Early identification of “at risk” students, regarding behaviour.
 - d) Establishment of a ‘student support team’ for the purpose of identifying and supporting ‘at risk’ students.
 - e) Establishment of close links with the homes of “at risk” students.
 - f) Fostering, promoting and establishing contacts by the school with other schools and bodies engaged in youth work.
 - g) The development of programmes of activities, designed to encourage positive behaviour and personal responsibility in students.
 - h) The development of whole school structures in a positive and pro-active attempt to deal with the issues of attendance and behaviour.
 - i) Regular evaluation of the School’s operation as it relates to attendance and behaviour issues, with a view to encouraging an atmosphere of positive behaviour in the school.
 - j) The fostering of school and community awareness of the possible adverse affects on behaviour of the following:
 - Participation by students in employment.
 - Entertainment/social activity.
 - The abuse of alcohol/drugs.
 - k) Reasoning with the student.
 - l) Reprimand, including advice on how to improve.
 - m) Temporary separation from peers, friends and others.
 - n) Loss of privileges.
 - o) Restitution.
 - p) Detention during breaks or outside of school hours.
 - q) Prescribed additional work.
 - r) Suspension on a temporary basis.
 - s) Restricted curriculum on a temporary basis
 - t) One-to-one tuition in school
 - u) Expulsion.
 - v) Any other strategy that may be of relevance to the needs or circumstances of the school.



- 7.6 Good behaviour in school is dependent on the good example of all, parents, staff and students.

8. **Sanctions:**

- 8.1 There is a need for sanctions with regard to non-compliance with the Code of Behaviour (CCA Code of Positive Behaviour) on the part of students in the school, in order to register disapproval and to impart values of responsibility and positive behaviour among students.
- 8.2 A graded ladder of sanctions has been put in place in the school.
- 8.3 Students are made aware of the distinction between minor and more serious misbehaviour and of the sanctions applied thereto.
- 8.4 The basic rules of natural justice apply in the context of dealing with student misbehaviour.
8.4.1 ***Audi alteram partem*** - the duty to give persons affected by a decision a reasonable opportunity for presenting their case.
8.4.2 ***Nemo iudex in causa sua debet esse*** – One cannot be a judge in one's own case and the duty to reach a decision untainted by bias.
- 8.5 Students who are removed from class should not be left in an unsupervised situation. Subject teachers are responsible for students allocated to them on the timetable and they have a duty of care to those students that must be adhered to.
- 8.6 Where detention outside of school hours is used as a sanction, parents will be advised of such detention, in advance, and they should be given precise details of when the sanction is to be imposed and for what period. This is without prejudice to the rights of the school authority or the Board of Management to take appropriate and/or immediate disciplinary action in the interests of the good management of the school.

9. **Suspension:**

- 9.1 Collaboration between the Board of Management, school staff, students and parents is an important feature of behaviour management in schools. All should be fully aware of the suspension procedure and its place in the context of the school's Code of Behaviour (CCA Code of Positive Behaviour). In this regard, all concerned should be aware that a suspension can only be imposed for a breach of the school's Code of Behaviour (CCA Code of Positive Behaviour).
- 9.2 Suspension is only one strategy within a school's Code of Behaviour (CCA Code of Positive Behaviour). Coláiste Chraobh Abhann will work with parents with a view to assisting a suspended student to rejoin the school community as quickly as possible.
- 9.3 When all other strategies have been exhausted, suspension can allow students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It can also allow time for school personnel to plan appropriate support for the student to assist with successful re-entry.



- 9.4 Suspensions may occur after the Principal has:
- ensured all discipline options under the Code of Behaviour (CCA Code of Positive Behaviour) have been applied and documented.
 - ensured that all appropriate support personnel have been involved.
 - ensured that discussion has occurred with the student and parent(s) regarding specific misbehaviour which the school considered unacceptable, and which may lead to suspension.
 - in cases of repeated misbehaviours, provided a formal written warning detailing these misbehaviours, as well as clear expectations of which are required of the student in the future and the consequences of non-compliance.
 - recording all actions taken
 - copied all correspondence.
- 9.5 Students may be suspended as follows pending investigation and/or discussion with parents. This list is not exhaustive:
- For serious misbehaviour.
 - For an unacceptable level of repeated misdemeanours.
 - For bullying, insulting, aggressive, threatening or violent behaviour towards others in the school, or when identifiable with the school.
 - For behaviour that may be a danger to self or others, under the terms of the Health and Safety Act 1989.
 - For refusal to take direction from members of staff which may result in the student being a danger to self or others.
 - For racist behaviour and/or the supply/possession/use of racist material.
 - For behaviour that is contrary to the terms of the Equal Status Act 2000.
 - For being in possession of cigarettes / e-cigarettes
- 9.6 Pursuant to subsections 3.1 and 9.1 above Kildare and Wicklow Education and Training Board through the Board of Management affirms the right of the Principal to suspend a student or students with immediate effect.
- 9.7 A Student should not be suspended for more than 3 days except in exceptional circumstances. Kildare and Wicklow Education and Training Board recognises that the Board of Management of Coláiste Chraobh Abhann should provide guidance to the Principal concerning the kinds of circumstances under which suspensions of longer than 3 days might be approved. If a suspension of longer than 3 days is being proposed the matter should be referred to the Board of Management for consideration and approval. However, Kildare and Wicklow Education and Training Board recognises that the Board of Management of Coláiste Chraobh Abhann may wish to authorise the Principal, with the approval of the Chairperson of the Board of Management, to impose a suspension of up to 5 days in circumstances where a meeting of the Board cannot be convened in a timely fashion.
- 9.8 All suspensions will be notified to the Board of Management at the earliest opportunity.



- 9.9 Where there are repeated instances of misbehaviour, the parents shall be requested, in writing, to attend the school, or other suitable location, for discussion. If the parents and/or the students do not give an undertaking that the student will behave in an acceptable way in the future, the student may be suspended for a period to be determined by the Principal or the Board of Management, as appropriate.
- 9.10 The parents of students enrolled at the school shall be informed of their right to appeal suspensions for a period or periods totalling not less than 20 days in a school year to the Department of Education and Skills.
- 9.11 The formal letter of notification of suspension to parents should be understandable to the student and to the parent(s) and should include: -
- a) Notice of suspension
 - b) Effective date of suspension
 - c) Duration of suspension
 - d) Reasons for suspension
 - e) A statement that the student is under the care and responsibility of the parent(s) while on suspension.
 - f) Procedure on return to school
 - g) Importance of parental assistance in resolving the matter
 - h) Expectations of student while on suspension (study programme may be attached where appropriate)
 - i) A statement that the Educational Welfare Board has been informed (if the suspension is of six days or more duration, or if the student has been suspended for more than 20 days during the school year to date).
 - j) Information on appeal rights for a period or periods totalling not less than 20 days in a school year.
 - k) Requirements which need to be in place when the student returns
 - l) If consideration is being given to proceedings to expulsion.
- 9.12 The Educational Welfare Officer will be informed of suspensions as follows: -
- a) Where the period of suspension is for 6 or more consecutive school days.
 - b) Where the aggregate number of days on which a student has been suspended/absent in any school year is 20 or more days.
- 9.13 Coláiste Chraobh Abhann will comply with Section 23(2) d of the Education Act 1998 by informing parents and students of the grounds for removing a suspension. Such grounds include:
- a) Successful appeal to the Department of Education and Skills
 - b) New circumstances come to light after the suspension has been applied that would have mitigated the sanction had they been known beforehand.
 - c) Other relevant factors.

9.14 Protocol for Personal Hearings before a Board of Management:

9.14.1 If the Principal wishes to suspend for a period of more than 5 school days the following procedure must be followed:

9.14.1(1) The process of a personal hearing before a Board of Management in relation to suspensions being proposed for six or more days is considered to be in the spirit of natural justice and it applies to parents of students who have not reached the age of 18 years and to students who have reached the age of 18 years.



- 9.14.1(2) A personal hearing is proposed where a principal is recommending a suspension in excess of 5 school days. A Principal retains the right of imposing a suspension of 5 school days without recourse to the Board of Management.
- 9.14.1(3) The Principal has responsibility, for ensuring that there is good governance of the school and that the policies of the school and of Kildare and Wicklow Education and Training Board are implemented in a fair, transparent and consistent manner.
- 9.14.1(4) Where there is a breach of these policies, or an incidence of behaviour that is inconsistent with established standards in the school, the Principal is obliged to:
- Carry out, or cause to be carried out, an investigation into the incident. The Principal must be satisfied that the matter is investigated in accordance with the principles of natural justice.
 - Having carried out an investigation, the Principal is obliged to come to reasonable conclusions. These conclusions must again be consistent with established standards in the school and in accordance with relevant policies and legislation.
 - Having reached such conclusions, the Principal is expected to act to redress any matters that may arise as a result of the investigation and to take appropriate action.
- 9.14.1(5) Where there is a breach The Principal should put it on the record that the investigation, conclusions, and actions are consistent with all the above considerations.
- 9.14.1(6) Kildare and Wicklow Education and Training Board affirms that in exceptional circumstances and in compliance with the Health, Safety and Welfare at Work Act 2005, a student may be suspended pending a full hearing of the Board of Management, which should be convened at the earliest opportunity.
- 9.15 The Conduct of the Hearing:
- The Chairperson welcomes everybody to the hearing.
 - All present introduce themselves and state their role.
 - The Chairperson then outlines the purpose of the hearing.
 - Any member of the Board who considers him/herself to be in conflict of interest with the matters to be considered is asked to withdraw from the proceedings.
- 9.16 Guiding Principles for Personal Hearings:
- 9.16.1 The main principles and procedures guiding the conduct of a personal hearing are as follows:
- 9.16.1.1 Following an investigation of incidents, the school Principal has the primary role of coming to reasonable conclusions, and reporting these conclusions to the Board of Management.
 - 9.16.1.2 The school Principal is responsible for making a recommendation to the Board of Management that a suspension be imposed. The Board of Management is responsible for making a final decision.
 - 9.16.1.3 With regard to a recommendation from a school Principal, a Board of Management may decide to:
 - Uphold the recommendation of the Principal;
 - Reject the recommendation of the Principal;
 - Modify the length or duration of the recommended suspension
- 9.16.2 Any decision that the Board of Management may make can be appealed by the parent of a student who has not reached the age of 18 years or by a student who has reached that age to the Department of Education and Skills.



- 9.16.3 Where the Principal is outlining his or her case to the Board of Management, details identifying individuals or sources of information should not be disclosed.
- 9.16.4 Parents/student must agree to treat the proceedings in a confidential manner.
- 9.16.5 With regard to the case under consideration, the following procedures will apply:
- 9.16.5.1 The Principal will conduct a general briefing to the Board of Management in the presence of the parents.
 - 9.16.5.2 The Principal's report to the Board of Management will include
 - a recommendation that a period of suspension be imposed. Parents/student will then be invited to address the Board. All parties will be given the opportunity to make a statement, to seek clarification or to reply.
 - 9.16.5.3 Parents/student and the Principal will then withdraw and the Board of Management will deliberate.
 - 9.16.5.4 Should the Board require the professional advice of the Principal, the Principal may be invited to return to the meeting briefly for that purpose only. While the Principal is present, there will be no discussion on the merits of the particular case being considered.
 - 9.16.5.5 The Principal will be asked to return and s/he will be informed of the Board's decision.
 - 9.16.5.6 Parents/student and the Educational Welfare Board, if appropriate will be informed of the decision of the Board of Management in writing as soon as is practicable.
 - 9.16.5.6.1 Where a sanction is recommended the right of the parent/student to appeal to the Department of Education and Skills must be stipulated.
- 9.17 In accordance with sections 29 to 29F of the Education Act, 1998 an appeal may be made in respect of a decision by a board of management or by a person acting on behalf of the board of management, to:
- (a) permanently exclude a student from a school, or
 - (b) suspend a student from attendance at a school for a period or periods totalling not less than 20 school days in a school year.
- 9.18.1 If the decision to suspend brings the student's number of lost school days to 20 or more or if the student is being suspended for six or more school days a letter should issue to the Education Welfare Board notifying them of the decision.
- 9.18.2 Section 29 of the Education Act 1998 applies if the decision of the Principal / Board of Management brings the total number of school days lost by a student to 20 or more.
- 9.18.3 The parents should be informed of their right to appeal to the Department of Education and Skills
- 9.18.4 An appeal must be made within **42 calendar days** from the date of the decision of the board of management or a person acting on behalf of the board of management.
- 9.18.5 Appeals must be made in writing on the **Section 29 Appeal Form** and submitted to the Section 29 Appeals Administration Unit which has been established within the Department of Education and Skills to provide administrative support to enable appeals committees perform their functions. The **Section 29 Appeal Form** may be downloaded from the Department's website or obtained directly from the Section 29 Appeals Administration Unit. Contact details for the Unit are available on the Department's website.
- 9.18.5 The **Section 29 Appeal Form** must be completed in full, and must specify the following:



- (a) the applicant's full name, address and where available email address and telephone number,
- (b) the student's full name, address and date of birth,
- (c) the type of decision being appealed,
- (d) the grounds on which the decision is being appealed,
- (e) the name and address of the school concerned,
- (f) the date of the decision,
- 9.18.6 A copy of the decision of the board of management which is the subject of the appeal must also be provided.
- 9.18.7 If any clarification or further information is required this will be sought from the applicant as necessary by the Section 29 Appeals Administration Unit
- 9.18.8 Once the completed **Section 29 Appeal Form** along with all required information and documentation has been received by the Section 29 Appeals Administration Unit, it will acknowledge receipt of same. The applicant may also be asked to submit any additional information and documentation relevant to the appeal by a specified date in advance of the appeal hearing. Such documentation could include school reports, documentation relating to any local procedures used, psychological or medical reports.
- 9.18.9 A notification will issue simultaneously to the board of management, informing it of the receipt of the **Section 29 Appeal Form** and the grounds of appeal set out therein.
- 9.18.10 The board of management will be asked to submit by a specified date in advance of the appeal hearing a copy of the School's Code of Behaviour along with any information and documentation which the board of management considers may be relevant to the appeal to the Section 29 Appeals Administration Unit. Information submitted by the board of management may include relevant school records, documentation relating to any local procedures used, or such psychological or medical reports as may be held by the school in respect of the student concerned.
- 9.18.11 The National Council for Special Education may be requested to submit a report to the appeals committee where an applicant has indicated that a student has a special educational need.
- 9.18.12 Where possible, appeal hearings will be held within **21 calendar days** from the date of receipt of the fully completed appeal application by the Section 29 Appeals Administration Unit. The date of receipt for this purpose shall be deemed to be the date by which the completed **Section 29 Appeal Form** and all of the required information and documentation has been received by the Section 29 Appeals Administration Unit.
- 9.18.13 All information and documentation provided by the applicant and by the board of management in relation to the appeal will be treated in strict confidence and will not be disclosed to any other party to the appeal without the consent of the applicant or board of management, as the case may be, other than in accordance with these procedures, with the Data Protection Privacy Statement applicable to these procedures or as otherwise provided by law.
- 9.18.14 An appeals committee must refuse to determine an appeal or refuse to continue to determine an appeal made where any of the circumstances set out in section 9.1 of **(Procedures for hearing and determining appeals under Sections 29(1)(a) and 29(1)(b) of the Education Act, 1998 (applicable to appeals made from 12th November 2020 onwards))** procedures apply.
- 9.18.15 An applicant may withdraw an appeal at any time by notifying the Section 29 Appeals Administration Unit in writing, including by email, to that effect.

10. **Expulsion:**



- 10.1 Expulsion will be considered only in the gravest of circumstances and only after every reasonable effort at rehabilitation has failed and every other sanction has been exhausted, except as outlined in subsection 10.2 below.
- 10.2 When an act of gross misconduct occurs, expulsion may be necessary to protect the safety and rights of others in the school without recourse to the provisions outlined at 10.1 above. The principles of natural justice and fair procedure must continue to apply. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the Code of Behaviour should include:
- For consistent serious misbehaviour and/or significant disruption to teaching & learning.
 - A serious threat of violence against another Student or member of staff
 - Actual violence or physical assault
 - The Possession / Selling / Supplying illegal drugs on the school premises, school trips or while in school uniform.
 - For the supply/possession/use of weapons/dangerous materials/substances.
 - Sexual assault
 - For bullying, insulting, aggressive, threatening or violent behaviour towards others (Teachers, students, administration staff, visitors) in the school, or when identifiable with the school.
 - For behaviour that may be a danger to self or others, under the terms of the Health and Safety Act 1989.
 - Interference with safety equipment or any other act which would endanger the safety of others.
 - For racist behaviour and/or the supply/possession/use of racist material.
 - For sexual harassment and/or the possession/supply/use of pornographic material.
 - Continued behaviour which prevents staff from their right to work, undermines staff dignity in the work place or interferes with a student's right to learn.
 - For behaviour that is contrary to the terms of the Equal Status Act 2000

The principles of natural justice and fair procedure must continue to apply during this process of expulsion.

- 10.3 The procedure outlined hereunder should be followed prior to a student being expelled from school:
- a) Where expulsion may be the outcome of a breach of the Code of Behaviour (CCA Code of Positive Behaviour), the Principal, Deputy Principal and/or other appropriate person may conduct an investigation into any reported misbehaviour or breach of school rules.
 - b) Student/students may be suspended pro tempore pending a full hearing of the case, provided this does not interfere with the said students' statutory rights or with the principles of natural justice and fair procedure.
 - c) During the course of any investigation, all relevant persons shall be interviewed and notes shall be taken of any such interviews.
 - d) The Principal shall write to the parents of the student concerned (or to the student if s/he has reached the age of 18 years) informing them of the allegations and inviting them to the school, or other suitable location, for discussion.
 - e) The Principal may, at his/her discretion call an emergency meeting of the Board of Management and recommend that the student be suspended pending a full hearing if this is considered to be in the best interests of the student and/or of others in the school.
 - f) The Principal may make a decision to recommend expulsion and s/he shall then notify, in writing, the parents of the student concerned (or the student if s/he has reached the age of 18 years) and the Educational Welfare



Officer, where appropriate, of the decision and that this decision is subject to the approval of the Board of Management. Copies of notes taken and statements made in the course of the investigation should be forwarded to the parents and/or the Educational Welfare Officer. Where there may be a breach of confidentiality a summary of notes taken and statements made shall be forwarded instead.

- g) The Principal shall notify the parents of the student concerned (or the student if s/he has reached the age of 18 years) and the Educational Welfare Officer, where appropriate, of their right to be heard before the Board of Management.
- h) A meeting of the Board of Management shall, normally, be convened within 10 working days of the notification as outlined at 10.3 (f) above.

10.4 The procedure outlined hereunder should be followed in the course of a Board of Management hearing at which it is proposed to expel a student.

- a) The Principal shall present the case on behalf of the school and shall propose expulsion.
- b) The parents of the student concerned (or the student if s/he has reached the age of 18 years), or their representative and/or the Educational Welfare Officer, where appropriate, shall be afforded the opportunity to respond.
- c) Members of the Board of Management shall have the right to question the principal and/or the parents of the student concerned (or the student if s/he has reached the age of 18 years) or the Educational Welfare Officer as appropriate.
- d) Each side shall be afforded the opportunity to cross-examine each other through the Chair.
- e) Each side shall be afforded the opportunity to sum up, by way of final comment.
- f) The Principal, the parents of a student/s under the age of 18 years, the student, if they have reached the age of 18 years, the Educational Welfare Officer and their representatives shall withdraw to enable the Board to make a decision, but shall remain available for clarification purposes if required.
- g) In the absence of the Principal, the members of Board shall elect a recording secretary from among their members.
- h) The Board may make the following decisions:
 - i. To recommend that the student/s be expelled.
 - ii. To suspend for a period to be decided by the Board.
 - iii. To refer the matter back to the Principal for further investigation.
 - iv. To reinstate the student in the school.

10.5 The Board shall not decide to recommend the expulsion of a student without first having considered the following:

- a) The age of the student.
- b) The student's previous record at the school.
- c) Any particular aspect of the social, cultural and/or environmental contact of the student, which should be taken into account.
- d) The extent to which parental, peer or other pressure may have contributed to the behaviour.
- e) The seriousness and/or frequency of the behaviour and the likelihood of it recurring.
- f) Whether or not the behaviour impaired or will impair the normal functioning of other students in the school.



- g) Whether or not the behaviour occurred on school premises or when the student was otherwise in the charge of school staff or when the student was identifiable with the school.
- h) The degree to which the behaviour was a violation of one or more rules contained in the school's Code of Behaviour and the relative importance of the rule(s).
- i) Whether the incident was perpetrated by the student on his/her own or as a part of a group.
- j) Whether consideration has been given to seeking the support of other agencies.

10.6 The procedure outlined hereunder should be followed at the conclusion of a hearing before the Board of Management at which it is decided to recommend that the student/s be expelled or suspended:

- a) Where the Board decides to recommend expulsion or suspension, parents of students who have not yet reached the age of 18 years (and students who have reached the age of 18 years) and the Educational Welfare Officer, where appropriate, shall be informed in writing by the Principal of the decision of the Board of Management and of their right to appeal under the terms of the Education Act 1998 Section 29.
- b) When the Board of Management is of the opinion that a student who is of compulsory school going age (or where a student has not completed 3 years of second level education) should be expelled from the school, it shall notify the Educational Welfare Officer in writing of its opinion and the reasons therefore and it shall co-operate, in as far as is practicable, with the Educational Welfare Officer in this regard.
- c) A student of compulsory school going age (or a student who has not completed 3 years of second level education as appropriate) shall not be expelled from a school before the passing of 20 school days following receipt of the notification by the Educational Welfare Officer. This is without prejudice to 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.
- d) When the 20-day period, following notice to the EWO, has elapsed and the Board of Management remains of the view that the Student should be expelled, the Board of Management should formally confirm the decision to expel. The Board of Management may delegate authority to the Chairperson and Secretary to review this decision of expulsion after the twenty days has expired.
- e) Parents should be notified immediately that the expulsion will then proceed. The Parents and the Student must be informed of their right to appeal to the Department of Education and Skills.

11. Corporal Punishment:

11.1 The use of corporal punishment is strictly forbidden.

12. Smoking:

12.1 Smoking by students is prohibited in schools under The Public Health (Tobacco) Act 2002 and breaches of this may have serious implications for students and for schools. Smoking will warrant immediate suspension from school.



12.2 The use or possession of cigarettes / e-cigarettes is strictly prohibited and will warrant suspension from school.

13. Implementation and Review of Code of Behaviour (CCA Code of Positive Behaviour)

13.1 The Principal and Board of Management of Coláiste Chraobh Abhann will be responsible for the implementation of this policy.

13.2 This policy shall be reviewed periodically, in light of emerging legislation and circulated Guidelines from the Department of Education and Skills from its official adoption by the Kildare and Wicklow Education and Training Board and Coláiste Chraobh Abhann Board of Management.

Chairperson Board of Management

21/09/2026
Date



	BE PREPARED	BE RESPECTFUL	BE RESPONSIBLE	BE ENGAGED
IN OUR SCHOOL (Classrooms, corridors, lockers and lunch area)	Be on time	Respect others and their right to learn	Be on time for tutor class	Try your best
	Be in correct uniform	Respect other students' belongings	Provide an absence note	Get involved in school life
	Be free of piercings and make up	Follow teacher instructions	Sign out when leaving	Be a leader
	Have all materials in class	Welcome visitors appropriately	Look out for others and speak up	Challenge yourself
	Line up respectfully	One voice	Make healthy choices	Look out for each other
	Sit in assigned seat	Respect school property	Use bins provided	Be creative
	Phones off and out of view	Always walk	Meet deadlines	Recycle
	Have homework completed	Bags up and out of way	Seek help if having difficulty	Be environmentally aware
	Have a book in your bag	Keep to the left	Move calmly and promptly	
	Visit lockers and toilets at assigned times	Queue in an orderly fashion	Follow instruction of school staff	
	Get ready at first bell	Be polite	Keep areas tidy	
		Leave it as you found it		
OUTSIDE OUR SCHOOL (Pitches, to and from school and school trips)				
	Watch the time	Show respect while on/waiting for bus	Follow instruction	Display exemplary behaviour
	Be ready for buses	Look after the school grounds	Wear seatbelt on the bus	Have increased cultural awareness
	Be in full and correct uniform	Show good manners to everyone	Be on time for meeting points	Connect real experiences to curriculum
	Be mindful of school expectations	Follow all adult instructions	Catch up on any work missed	Be good ambassadors for your college
	Have relevant permission slip completed	Respect property	Look after your belongings	
	Notify staff of dietary/ medical requirements	Include everyone	Manage your own medicines	
			Give teacher in charge contact info	
			Make healthy and legal choices	



Ladder of Referral Reports

[illegible]