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Kingswood Community College Code of Behaviour

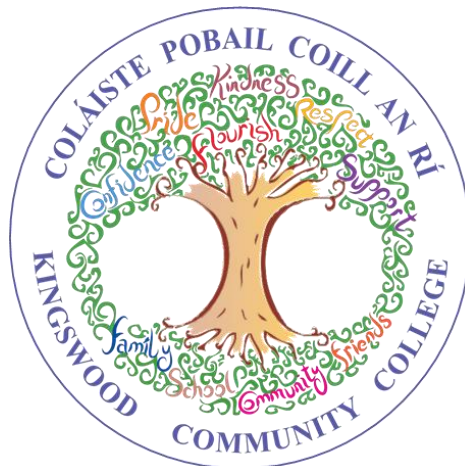


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Chairperson Board of Management

Behaviour for learning

Our priority in Kingswood Community College is to ensure a safe, positive, supportive and optimal educational environment for all. Consequently, high expectations will be communicated to and required from all students. Kingswood Community College will be powered by positive relationships and care. The philosophical foundations of our Code of Conduct are care, respect, positivity and personal responsibility. The expectations of students (school rules) are outlined as follows:

1. 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. Students will refer to teachers and special needs assistants as Oide and use their first names.

This is a rule of 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. This is essential for developing positive relationships within Kingswood Community College.

2. Students will co-operate and follow the instructions of all staff members. Students will co-operate and be kind to each other.

This is a rule of 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. Physical violence cannot be tolerated.

3. 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 a rule of our school because missing class adversely affects learning and can impede the progress of other students. The school is legally obliged to report the reason for all absences. Students and parents/guardians must follow the correct sign out procedures.

4. Students will bring their iPad, books, copies and all equipment that they need to all relevant classes. iPad will be brought to school fully charged.

This is a rule of our school to ensure that students are fully prepared for their learning and to minimise time wasting. Having the correct learning resources in class means students can access the correct materials to help their learning.

5. Students will do their homework and participate fully in class. They will listen to each other and their teachers and not disrupt any classes. Students will take responsibility for their learning and do their best at all times.

This is a rule of our school because homework reinforces learning and helps students to reach their full potential. Disruption of classes is unfair on fellow students and prevents the learning of everyone. Everyone in Kingswood Community College will be learning together and so disruption of learning will **NOT** be tolerated.

6. Students will get their parent/guardian to check VSware and the Student Journal every weekend.

This is a core rule of our school because it facilitates communication between teachers and parents/guardians. In addition, it allows everyone to monitor student progress. Parents should sign and fill in the number of Vsware points in the students journal every week.

7. Students will keep their mobile phones, switched OFF and in their locker during class times. iPads will not be used to record or photograph any person/thing related to school without prior permission. iPad will be used in class to facilitate learning but must be stored safely in the school bag (instead of locker) at break time and lunch. During classtime, if the iPad is not in use, it should be screen-locked and placed face-down on the desk. Sending messages by phone or iPad is not allowed during class time.

This means that mobile phones must not be visible during class times. iPads must be used in accordance with the Code of Behaviour. See AUP policy of details. This is a rule of our school for the following reasons:

! Messaging causes too many disruptions and distractions from learning

! Inappropriate use of mobile phones or electronic recording/listening devices causes disruption, prevents students from hearing instructions and impinges on the privacy of others.

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

This is a rule of our school because not being on time causes disruption to the learning of everyone. In addition, Kingswood Community College is concerned about the growth/development of the whole child/person and encourages students to develop good punctuality which will be expected of them in their professional lives.

9. Students will move quietly around the school in an orderly manner.

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

10. Students will wear their full uniform every day to and from school and comply fully with the correct Kingswood Community College uniform code.

This is a rule of our school because uniforms promote 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 uniform code is clearly communicated to students and parents/guardians during our open evenings and on our website. Shoe should be black polishable shoes with no visible spots branding or logo. See Uniform Policy for details.

11. Students will show respect for all property and equipment in the school and on the school grounds. Students will not throw litter and will assist in keeping the school clean and tidy.

This is a rule of 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 equipment, and could cause a hazard to health and safety. Please note: parents can be asked to cover the cost of damage caused to the school property.

12. Students will not chew gum, smoke/vaping or bring any prohibited substances/equipment into the school.

This is a rule of our school for the following reasons:

- Chewing gum damages property

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

Important notes:

- " Kingswood Community College endeavours, to the greatest possible extent, to provide an appropriate education for all students and in that context, the right of the overwhelming majority of compliant students to learn will not be subverted by any disruptive minority.
- " The above expectations for students are taken from the school Code of Behaviour.
- " Full compliance with the schools Code of Behaviour is a condition of enrolment in Kingswood Community College.

Our Code of Behaviour

Kingswood Community College aspires to be a school of excellence. This will be possible where respect, courtesy and pride in Kingswood Community College are the cornerstone of the relationship between all members of the school community.

To support this culture of excellence and mutual respect a code of behaviour has been drawn up and is set below to ensure no doubt exists as to the behaviours which are expected from all of us.

Introduction

This policy applies to the Students of Kingswood Community College and relates to all school activities both during and outside of school hours. Once a student is recognisable as a student of Kingswood Community College (i.e., wearing a school uniform) then the school reserves its right to safeguard its good name. **Where a student is considered to have engaged in serious misbehaviour outside school, when not under the care or responsibility of the school, the school Code of Behaviour will apply if there is a clear connection with the school and a demonstrable impact on its work.** This policy has been drawn up by the Discipline Committee and staff of Kingswood Community College. Input was also sought from the Student Council and the Parents Association.

Our Goals

- ! To create a safe learning environment for all attending Kingswood Community College
- ! To promote good behaviour, self-discipline and pride in Kingswood Community College
- ! To outline fair and agreed sanctions that will be used in response to misbehaviour
- ! To outline the interventions to be used when a student repeatedly misbehaves

Everybody in Kingswood Community College is entitled to work in a safe and healthy environment and in an atmosphere of mutual respect. It is the responsibility of all members of our school community to create this environment.

Points system

There are behaviours which supersede the points system and can result in automatic suspension and/or expulsion

To encourage student ownership of their behaviour and promote interaction with positive behaviours, Kingswood Community College employs a point-based system. Students can gain or lose points depending on their behaviour.

Points are based on three behaviour groups;

Group 1. Respect for myself

Group 2. Respect for others

Group 3. Respect for our school's environment

Every student starts each year on **+60 points**. Points are reviewed by class tutors on a weekly basis. Should a student reach certain total-point values they will be awarded. Should a student drop to certain total-point values they will incur disciplinary responses. Serious negative behaviour carries a point value of zero **(0)**. **These behaviours** are counted per instance as detailed on p.8 of this document.

Behaviour Group 1- Respect for Myself

POSITIVE BEHAVIOURS + POINTS		NEGATIVE BEHAVIOURS - POINTS	
Extra challenge	3	Lack of effort / low work rate	-4

Language challenge	3	Not taking responsibility for my actions	-6
Literacy challenge	5	Failure to prepare for class	-2
Numeracy Challenge	5	Forgotten / uncharged iPad	-6
History challenge	5	Homework/project: No/unacceptable/Plagiarism	-3
Maths Problem of the week	5	School uniform/make-up/tan/jewellery	*0
Home Ec Challenge	7	Late to school / class	*0
Business Studies Challenge	5		
Business Studies Quick challenge	2		
Meeting report target	2		
Good / improved homework	3		
Rogha an Priomhoide	8		
Gaeilgeor na Seachtaine	8		
Ready to learn	2		
Positive attitude	3		
Showing initiative	3		
Thinking outside the box	3		
Quality questions	3		
Excellent student	3		
Student of month - subject	5		
Student of month - tutor	5		
Most improve student - tutor	5		
Most improve student - subject	5		
Practical work	3		
Neat copy / journal	3		
Lovely Locker	2		
Taking responsibility for my actions	5		
Out of my comfort zone	3		

Behaviour Group 2- Respect for Others

POSITIVE BEHAVIOURS + POINTS		NEGATIVE BEHAVIOURS - POINTS	
Good teamwork	3	Red Line Behaviour	*0
Helpful in class	3		
Working well in class	3		
Working well with others	3		
Encouraging other students	3		
Friend nomination	5		
Random act of kindness	5		
Extra-curricular engagement	2		
Handling a situation with maturity	3		

Behaviour Group 3- Respect for my School Environment

POSITIVE BEHAVIOURS + POINTS		NEGATIVE BEHAVIOURS - POINTS	
Learning to learn	3	Chewing gum	-4
<i>Spirit of Kingswood Gold</i>	15	Misuse of iPad	-8
<i>Spirit of Kingswood Silver</i>	10	Mobile phone offence	-6
<i>Spirit of Kingswood Bronze</i>	7	Damage to school property	-7
Displayed school ethos	6	Unacceptable behaviour outside of classroom	-5
Safety conscious	5	Entering prohibited/restricted area of school	*0
Flying the KCC Flag	8	Red Line Behaviour	*0
Helping out at school event	7		
House points	3		
Appropriate use of VLE /iPad	2		
Assembly Challenge	2		
Lunch duty	2		

Response to positive points +

- Commendation slips (+200 points)
- Postcards home (+300 points)
- Commendation letter from Principal (+400)
- Phone-calls home
- Student of the month (tutor / subject)
- Most improved Student of the Month (tutor / subject)
- 'Highest points' certificates (individual & tutor group)
- House Award + House Trip
- *Spirit of Kingswood* Gold award
- *Spirit of Kingswood* Silver award
- *Spirit of Kingswood* Bronze award

Response to negative points -

Should a student drop from +60 to any of the thresholds detailed in the **Points Thresholds Table** (p. 10 & 11) relative disciplinary actions will be employed. In addition to monitoring of total points, a student may be placed on a progress report regardless of total points to offer support in areas such as behaviour and organisation.

Serious threats of a physical nature and inappropriate sexual contact will be investigated by Management

Response to 'Zero Point' behaviours

- **Late to school/class;** ○ TWO incidents in one week, without a note, warrants detention.
- **Uniform infringement;** ○ TWO incidents in one week, without a note, warrants detention.
- **Entering prohibited/restricted areas of the school building and/or grounds;** ○ Two incidents in one week warrants a detention.
- **Red line behaviour;** ○ TWO incidents in one week warrants in a detention.
 - SIX incidents in one school year warrants a one-day internal suspension.
 - For every additional SIX incidents a student will be placed on one-day external suspension.
 - THIRTY incidents, in one school year result in a disciplinary hearing with the Board of Management.

Notes:

1. Detention is held every Thursday for 1 hour after school. Teachers may also place students on a lunch-time detention.
2. Students who consistently find themselves on detention may be contacted by their tutor and/or year head to devise strategies to address this. This may include alternative sanctions such as Subject/Tutor/Year Head reports.
3. Failure to attend a detention without note from Parent/Guardian explaining valid reason for non-attendance for example prearranged dental appointment, will incur further sanctions, including but not limited to; Principals' detention/-points 'not taking responsibility for my actions'

4. Any student who does not finish the year on 60 points will be excluded from the House Trip.
5. Community service can be used as a sanction with/in-place of a detention at the discretion of the Year Head.
6. If a student fails to attend school without permission an automatic detention and/or another appropriate sanctions.
7. When a 1st to 4th year receives a 'Red Line behaviour' it must be assigned to their Year Head on VShare detailing the incident. Their Year Head will monitor the student and follow the actions listed in the 'Total points threshold and Red line behaviours' table (pg. 12).
8. When a 5th –6th year receive a 'Red Line behaviour' it must be assigned to their Year Head on VShare detailing the incident. Then the student will be removed from the lesson for causing significant disruption and sent to the Year Head, Deputy Principals or Principal. A member of the leadership team will contact home and notify parents that their child is requested to study independently from home for the remainder of the school day. The student will return to school the next day. Their Year Head will monitor the student and follow the actions listed in the 'Total points threshold and Red line behaviours' table (pg. 12).

Pastoral Care

The Pastoral Care System and Code of Behaviour are strongly linked. Creating an environment of care and support encourages and reinforces good behaviour. This in turn creates a positive and safe environment for teaching and learning.

At times when a Tutor is tracking a student's behaviour they may notice an emerging trend that warrants a Pastoral Chat with a student to help them identify their behaviour issues, take responsibility for their behaviour and look for ways to improve. A parent/guardian may also contact the Tutor in advance to devise a plan of interventions to prevent their son/daughter's behaviour from escalating.

To provide additional assistance to students in choosing positive behaviour, we offer various pastoral care supports including:

- Guidance counsellor support
- Positive Behaviour programme (Slí Eile)
- Rainbows group
- Restorative Practice
- RESET Internal Suspension Programme

Total Points Thresholds and Red Line Behaviours			
Points Stages	Red Line Behaviours	Interventions	Actions
Pre-Stage 1 TOTAL POINTS = 50 AEN POINTS = 40		! Tutor/student meet to devise a strategy for accessing positive behaviours, to counteract further loss of points. Organisational Plan / ! Learning Report (tutor) Tutor Review/ Check ! & connect Learning support ! teacher Language ! support teacher Pastoral care ! support	<ul style="list-style-type: none"> • Detention • Email home by Tutor
Pre-Stage 2 TOTAL POINTS = 30 AEN POINTS = 20		! Tutor/student meet to devise a strategy for accessing positive behaviours, to counteract further loss of points. Organisational Plan / ! Learning Report (tutor) Tutor Review/ Check ! & connect Tutor Behaviour ! Report Learning support ! teacher Language support teacher " Pastoral care support "	<ul style="list-style-type: none"> • Detention • Phone call home by tutor
Stage 1 TOTAL POINTS = 0 AEN POINTS = - 10		! Organisational Plan / Learning Report ! Year Head Review/ Check & connect ! Year Head Behaviour Report ! Learning support teacher	<ul style="list-style-type: none"> • Detention • Extra work • Email home (by YH) • Involvement of year head

		<ul style="list-style-type: none"> ! Language support teacher ! Pastoral care support 	
<p>Stage 2</p> <p>TOTAL POINTS = -25</p> <p>AEN POINTS = - 35</p>		<ul style="list-style-type: none"> ! Organisational Plan / Learning Report ! Year Head Behaviour Report ! Year Head Review/ Check & connect ! Learning contract drawn up ! Learning support teacher ! Language support teacher ! Pastoral care support ! Referral: Counselling / outside agency 	<ul style="list-style-type: none"> • Half day internal Suspension Year • Head meeting with parent/guardian. On report until work/behaviour improves
<p>Stage 3</p> <p>TOTAL POINTS = -50</p> <p>AEN POINTS = -60</p>	<p>On 6th Red Line</p>	<ul style="list-style-type: none"> ! Organisational Plan / Learning Report ! Year Head Behaviour Report ! Year Head Review/ Check & connect ! Learning contract redrawn to reflect needs ! Learning support teacher ! Language support teacher ! Pastoral care support ! Referral to Positive Behaviour Support Team ! Referral: Counselling / outside agency 	<ul style="list-style-type: none"> • 1 Day Internal suspension Year • Head meets parent/guardian • Review supports provided • On report till work/behaviour improves or on Target Card with Positive Behaviour Support Team. • Learning contract drawn up making a commitment to the college.
	<p>On 12th Red Line</p>		<ul style="list-style-type: none"> • 1 Day Internal suspension • Year Head meets parent/guardian • Review supports provided • On report till work/behaviour improves or on Target Card with

			<p>Positive Behaviour Support Team.</p> <ul style="list-style-type: none"> • Learning contract drawn up making a commitment to the college.
	On 18th Red Line		<ul style="list-style-type: none"> • 1 Day Internal suspension • Year Head meets parent/guardian with DP present. • Review supports provided • On report till work/behaviour improves or on Target Card with Positive Behaviour Support Team. • Learning contract drawn up making a commitment to the college.
<p>Stage 4 TOTAL POINTS = -80 AEN POINTS = -90</p>	On 24th Red Line	<ul style="list-style-type: none"> ! Organisational Plan / Learning Report ! Deputy Principal Behaviour Report ! Deputy Principal Daily Check & connect ! Learning contract redrawn to reflect needs ! Learning support teacher ! Language support teacher ! Pastoral care support ! Referral: Counselling / outside agency 	<ul style="list-style-type: none"> • 1 Day External suspension • DP meets parent/guardian. • On DP report till work/behaviour improves
Behaviour Committee meeting convened if total point drops to -100 and or 26th Zero points			
<p>Stage 5 TOTAL POINTS = -110 AEN POINTS = -120</p>	On 28th Red Line	<ul style="list-style-type: none"> ! Principal Behaviour Report ! Principal Daily Check & connect ! Learning contract re-drawn to reflect needs Referral: Counselling / outside agency 	<ul style="list-style-type: none"> • 2 Day External suspension • Suspension can be extended for continued interruption of learning • On Principals report • File brought to the Board of Management <p>You may be asked to leave the college</p>

Related policies:

Admissions, Anti-Bullying, Uniform, Homework, Additional Education Needs, Attendance, AUP & Mobile Phone, Student Mental Health Action Plan, Wellbeing Action Plan, Inclusion.

Red line sanction

Definition of a Redline:

A Redline is issued when a student engages in behaviour that:

- Significantly disrupts teaching and learning, despite prior warnings, or
- Compromises the safety, dignity, or wellbeing of themselves or others, or
- Represents a serious breach of school expectations and ETB values (Respect, Care, Equality, Community, Excellence in Education)

A Redline marks the point at which:

- The student has crossed a clearly communicated boundary, and
- Immediate formal intervention is required by staff and school leadership.

Implications for Students Redlined

There will be zero tolerance of disruption of classes by students in 5th and 6th year of our college. Any reasonable request from a member of staff should be carried out promptly, politely, and courteously. The same standard of behaviour is applied to all student interactions on corridors and during lunchtimes. The Red line sanction also extends to other school-based events such as guest speakers, workshops, sports and activity days, ect.

The following steps will apply if students do not meet the required high standard of behaviour expected.

Red Line Behaviour - Seniors – Students are given a verbal warning of a Redline, if poor behaviour continues, teacher informs student they have been Redlined. Any student removed from a lesson or common area or school event due to significant disruption will be sent to the Year Head, Deputy Principals or Principal. A Redline note is added to Vsware. A member of the leadership team will contact home and notify parents that their child will be asked to study independently from home for the remainder of the school day.

Red Line Behaviour - TY and Junior Cycle Students – Students are given a verbal warning of a Redline, if poor behaviour continues, teacher informs student they have been Redlined. Any student removed from a lesson or common area or school event due to significant disruption will be sent to the adjoining classroom and the Tutor and Year Head informed. A Redline note is added to Vsware.

An accumulation of Red Line Behaviour will be dealt with as per normal behavioural structure. See table pg. 12.

*Due consideration will be given to students with additional educational/behavioural needs.

Suspension & Expulsion

The Board of Management in its procedures on suspension complies with section 22 & 23 of the Education (Welfare) Act 2000 & complies with section 24 in its policy on expulsion. This policy applies to all partners in the education process. School Management (BOM), teachers, students & parents/guardians & was developed in consultation with all the above.

Students aged eighteen years or more

On occasions when an adult student requests the school to restrict or limit communication with their parents in matters relating to their education, the school authorities will inform parents/guardians of the student about the change in practice & the reasons.

As required by GDPR legalisation. Once a student turns 18, the school requires signed consent to continue communication with their Parents/Guardians on school and educational related issues.

Involving the Gardai

Where allegations of criminal behaviour are made about a student, these will be referred to the Gardai who have responsibility for investigating criminal matters.

Suspension

Withdrawal of permission from a pupil to attend school for a specified period or pending the completion of a particular event or instruction. Withdrawal from a particular class or subject for a period may be used in some circumstances. Period of suspension depends on the severity of the offence but may vary from one to five days. While on suspension Students are required to complete assigned work and continue to engage with lessons and homework on Schoology.

Authority to suspend

The authority to suspend a pupil rest with the school's Board of Management.

! Year Head: External suspension for up to 1 day (in consultation with the Deputy Principal and or Principal).

! Deputy Principal: External suspension for up to 3 days.

! Principal: External suspension - 3+ days. The Principal will inform Tulsa if a student had been suspended for more than 6 days in any school year.

In all cases of external suspension, the Principal will inform the Board of Management. This authority to suspend is subject to the right of the parents (or of a pupil who is over 18 years) to appeal to the Board of Management. All suspensions are reported to the Board of Management. Under the Education (Welfare) Act, Section 21, the Principal will inform the Educational Welfare Officer in writing if a pupil is suspended for 20 days or more in any academic year.

Suspension is a serious sanction & is imposed where:

- " Other efforts to resolve a disciplinary situation have failed.
- " The nature of an incident dictates that the student be removed from the school immediately.
- " The student repeated incidents of indiscipline despite warnings & counselling by staff.
- " The student fails to recognise & follow the direction of school personnel's authority.
- " The student's behaviour is considered to interfere with the right to learn of other students.
- " The student's continued presence in the school constitutes a threat to the safety or welfare of others.
- " The student is responsible for serious damage to school property or to the property of others.

Automatic suspension: The following behaviour may incur an 'Automatic' suspension

- " 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 & significant threat and/or risk to safety,
- " The student is found to be spitting, fighting, smoking, vaping using inappropriate language to another student or member of staff, interfering with a fire extinguisher or a fire alarm.
- " The student is responsible for serious damage to property.
- " The student is in possession of, uses, or supplied bangers or fireworks.
- " The student possesses any kind of weapon or dangerous implement.
- " Theft of school property or property belonging to staff or students.
- " The student possesses, supplies, consumes, or has equipment relating to harmful substances or substances that may be harmful to others.
- " The student enters school property outside of school hours.

Suspension during a State exam: Suspension during a State examination will only be used where it is approved by the Board of Management & where there is; " A threat to good order in the conduct of the examination.

" A threat to the safety of other students & personnel.

" A threat to the right of other students to do their examination in a calm atmosphere.

Suspension procedure: Fair procedures will be followed in the investigation & decision making process in line with the Education Welfare Act 2000 & the NEWB Guidelines. These concern the right to be heard & the right to impartiality.

The school recognises the serious nature of the sanction of suspension & this seriousness is reflected in the school's procedures. Parents/Guardians & student will be given an opportunity to respond before the decision is made & before any sanction is imposed. In the case of an automatic suspension, a formal investigation will immediately follow the imposition of the suspension. Parents/Guardians are contacted directly either by telephone or by letter or both to inform them in respect of a suspension. Parents are informed, in writing of:

" The reasons for the suspension & the period of suspension

" The requirements & arrangements for returning to school which must be fulfilled to gain reinstatement (e.g., parents/guardians & students will be asked to reaffirm their commitment to the Code of Behaviour)

" Their right to appeal the decision to suspend to the Board of Management

" The procedure to be followed in making such an appeal

" The right to appeal to the DDLETB and the Secretary General of the DES under Section 29 of the Education Act.

Pupils are not dismissed from school unless & until arrangements are made for their safe return to the care of their families. All relevant personnel are required to keep records of all meetings &/or phone calls in connection with the suspension. All suspensions will be reported by the Principal to the Board of Management, with the reasons for & duration of each suspension.

Reinstatement following suspension: Parents/Guardians will be required to meet with staff delegated by the Principal to emphasise their parental responsibility in helping the student to behave well & to discuss a plan to change the unacceptable behaviour. This meeting will be held during the suspension. Upon return from suspension students will meet with the Year Head/Deputy Principal/Principal. Students will have a phased approach back to their classes connecting with the guidance counsellor and/or the Sílf Eile Team. Following suspension, students and parents agree to signing a behaviour contract on returning to school.

Expulsion

Permanent expulsion of a student is a very serious step & one that will only be taken by the Board of Management on extreme cases of unacceptable behaviour. Fair procedures will be followed in the investigation & decision-making process in line with the Education Welfare Act 2000 & the NEWB Guidelines. These concern the right to be heard & the right to impartiality.

Authority to Expel

The Board of Management has the authority to expel a student under Sect. 24 of the Education (Welfare) Act 2000.

The Grounds for Expulsion: The school will attempt to address misbehaviour & to avoid permanent expulsion of a student by:

- " Meeting with the parents & the student to find ways of helping the student to change their behaviour.
- " Making sure the student understands the consequences of persistent misbehaviour.
- " Ensuring all other options have been tried.
- " Seeking the assistance of relevant support agencies (e.g., National Education Psychological Service, Health Service Executive Community Services, The National Behavioural Support Service, Child & Adolescent Mental Health Services, National Council for Special Education).

The decision to permanently expel a student may be taken by the Board of Management in extreme cases of unacceptable behaviour such as:

- " 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 & significant threat and/or risk to safety.
- " The student is responsible for serious damage to property.
- " The student is in possession of, uses, or supplies drugs or illegal substances/equipment.
- " The student is in possession of a weapon or dangerous implement.
- " The student enters school property outside of school hours.

The grounds for permanent expulsion may be similar to the grounds for suspensions. Expulsion is usually only considered when school authorities have tried a series of interventions & believe they have exhausted all possibilities for changing a student's behaviour.

However, the following behaviour may incur **an Automatic Expulsion or Permanent Expulsion** for a first offence.

- " A serious threat of violence against another student or member of staff.

- " Actual violence or physical assault.
- " Supplying illegal drugs/substances to other students in the school.
- " Sexual assault.

Permanent Expulsion Procedure: Fair procedure will be followed in the investigation & decision-making process in line with the Education Welfare Act 2000 & the NEWB Guidelines. These concern the right to be heard and the right to impartiality.

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

The Board of Management is the decision-making body in relation to permanent expulsion. The Board of Management will decide which of the tasks involved in these procedural steps requires separate meetings & which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings & a fair & reasonable time to prepare for a Board hearing.

Step 1: A detailed investigation carried out under the direction of the Principal The Principal will:

- " Inform the student & their parents/guardians about the details of the alleged misbehaviour, how it will be investigated & that it could result in expulsion. *Parents /guardians will be informed in writing of the alleged misbehaviours to ensure they are clear about what their child is alleged to have done & underline the seriousness with which the school views the alleged misbehaviour.*
- " Give parents /guardians & the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made & before a sanction is imposed.

Step 2: A recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged misbehaviours, that permanent expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal will:

- " Inform the parents /guardians & the student that the Board of Management is being asked to consider permanent expulsion.
- " Ensure that parents /guardians have records of the allegations against the student; the investigation; & written notice of the grounds on which the Board of Management is being asked to consider permanent expulsion.

- " Provide the Board of Management with the same comprehensive records as are given to parents.
- " Notify the parents /guardians of the date of hearing by the Board of Management & invite them to that hearing.
- " Advise the parents /guardians that they can make a written & oral submission to the Board of Management.
- " Ensure that parents /guardians have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation & the holding of a hearing The board will:

- " Review all documentation & the circumstances of the case.
- " Ensure that no party who has had any involvement with the circumstances of the case if part of the Board's deliberations.

The Hearing:

The Board meeting for the purposes of the hearing will be properly conducted in accordance with Board procedures. **This is not a court of law** & the BOM will not allow representations by persons of legal authority.

At the hearing, the Principal & the parents /guardians, or a student aged eighteen years or over, will put their case to the Board in each other's presence.

Each party will be allowed to question the evidence of the other party directly.

The meeting may also be an opportunity for parents /guardians to make their case for lessening the sanction.

In the conduct of the hearing the Board will strive to be, & be seen to be, impartial as between the Principal & the student.

After both sides have been heard, the Board will ensure that neither the Principal nor parents /guardians are present during its deliberations.

Step 4: Board of Management deliberations & actions following the hearing

The Board has the responsibility to decide whether permanent expulsion is the appropriate sanction. Where the Board, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board **must notify the Educational Welfare Officer (EWO)** in writing its opinion. (Education (Welfare) Act 2000, s24 (1)).

The Board will follow the NEWB reporting procedures for proposed permanent expulsions.

The student will not be expelled before the passage of 20 school days from the date on which the EWO receives this written notification. (Education (Welfare) Act 2000, s24 (1)).

The Board will notify the parents in writing about its conclusions & the next steps in the process. The parents will be told that the Board will now inform the EWO. The permanent expulsion will not be implemented until 20 days have elapsed from the time of notification of the EWO.

Step 5: Consultations arranged by the Educational Welfare Officer

Within 20 days of receipt of notification from the Board of Management of its opinion that a student should be permanently expelled, the Education Welfare Officer must:

- " Make all reasonable efforts to hold individual consultations with the Principal, the parents /guardians, the student & anyone else who may be of assistance.
- " Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).
- " Pending these consultations, the Board of Management may take steps to ensure that good order is maintained & that the safety of students is secured ((Education (Welfare) Act 2000, s24 (5)). The Board may consider it appropriate to suspend a student during this time where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others or present a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the 20-day period following notification to the EWO has elapsed, & where the Board remains of the view that the student should be permanently expelled, the Board of Management will formally confirm the decision to permanently expel & will notify parents /guardians immediately that the expulsion will now proceed. Parents /guardians & student will be told of their right to appeal & be supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to permanently expel the student.

Appeals

A parent /guardian, or a student aged over eighteen years, may appeal a decision to permanently expel to the DDLETB and a subsequent appeal to the Secretary General of the DES (Education Act 1998 section 29). An appeal may be brought by the NEWB on behalf of a student.

This policy has been developed and discussed with the Parent's Association and Student Council.

Ratified by the Board of Management on _____.

Signed: _____ (Chairperson)

Date

Appendices:

Appendix 1:

Behaviour Review Committee terms of reference

Function

To give an opportunity for a student to evaluate and understand how their negative behaviour is affecting them and others.

To give an independent restorative opinion, if every opportunity and support has been given to a student to engage fully with school life in KCC.

Who calls a review?

The Principal will call and select members for a Behaviour Review Committee when the need arises.

When a Behaviour Review Committee is convened:

A Behaviour Review Committee is convened when a student has reached 26 'A type Zero' negative behaviours or Stage 4 of the COB in a school year.

Members/attendees

- Deputy Principal (but not from their year group)
- Guidance Counsellors (but not from their year group) or an AEN anchor
- Year head (but not from their year group)
- The student
- Their Parent/Guardian **Input to the process**
- A report will be compiled by Positive Behaviour Support with input from the students Year Head, AEN anchor and Deputy Principal. (Delivered to the parent/guardian one week before the meeting)
- The Student/Parent/Guardian statement (Written or Oral given at the meeting).

What it reviews

- Have appropriate interventions been afforded to the student?
- Has the Code Of Behaviour steps been followed?
- Any support/interventions that might be appropriate at this time?

Who the committee reports to?

The committee reports back in writing and verbal to the Students Deputy Principal who then in turn updates the Principle, Year Head, and any other relevant department (AEN, Guidance).

A written report of outcomes is signed and sent back to the Student and Parent/Guardian to sign and return to the school. (This may be done at the end of the meeting if time permits) (And filed).

What if a student does not attend?

A new date will be organised and communicated to the parents/guardians; the student will not be able to attend school until they attend their meeting.

