



KILKENNY CITY

VOCATIONAL SCHOOL

CODE OF BEHAVIOUR POLICY



kcetb

Bord Oideachais agus Oiliúna
Chill Chainnigh agus Cheatharlach
Kilkenny and Carlow
Education and Training Board



1- Scope of the Policy

The Code of Behaviour is applicable to all current students of the school during school hours, including lunchtimes and break times, during school activities (on-site or off-site) and when the student wears the school uniform. The Code of Behaviour can also be applied to activities or behaviours which may not occur within school hours or during school activities but which nonetheless impact on members of the school community or bring the school's name and reputation into disrepute. In some cases, however, inappropriate behaviour committed by a student in their own time may be beyond the scope of the school's Code of Behaviour in terms of sanction or intervention. The school will however listen to the concerns of parents and students and provide support where possible, subject to limitations.

The Code also applies to online behaviour:

- On school devices
- On personal devices used during school time
- On social media or digital platforms when behaviour impacts the school community
- In line with the school Acceptable Use Policy (AUP) and Anti-Bullying/Bi Cinealta Policy

2. Legislative and Regulatory Framework

The Kilkenny City Vocational School Code of Behaviour has its basis in Section 23 of the Education (Welfare) Act, 2000. The Code of Behaviour has been developed with reference to and in compliance with the school's Mission Statement, ETB schools core values of Excellence in Education, Care, Equality, Community and Respect and different legislative Acts passed by the Oireachtas. The Code of Behaviour was drawn up in line with NEWB Guidelines following consultation with students, parents and teachers.

3. Relationship to Other School Policies

The Code of Behaviour is part of a wider policy framework supporting Wellbeing, Inclusion, Teaching and Learning in KCVS. Therefore it should be read alongside other relevant school policies and plans, such as:

- Anti-Bullying/Bi Cinealta Policy
- Child Safeguarding Statement
- Admissions Policy
- Attendance Policy
- Substance Misuse Policy
- Mobile Phone Policy
- Acceptable Use Policy (AUP)
- SEN Policy
- Wellbeing Plan
- Inclusion Policy
- School Trips Policy
- School Safety Statement

This list is not exhaustive.

4. School Mission, Vision & Ethos

Kilkenny City Vocational School is committed to providing a Caring, Inclusive, Respectful and Ambitious learning environment where every student is supported to reach their full potential. We promote personal growth, positive relationships, academic progress, emotional wellbeing and responsible citizenship.

We Aim:

- To provide all our students with the best possible education in a caring, disciplined and affirming environment
- To develop the personal, academic and spiritual potential of each student
- To foster a sense of self-esteem, honesty and respect among all the members of our school community

- To create on-going opportunities for staff and parents which will enable them to understand their role as educators
- To provide a welcoming environment for parents where they are partners in the education of their children
- To encourage students to take responsibility for their actions
- To ensure a fair and consistent response to issues that may emerge

As a school under Kilkenny & Carlow ETB, we uphold the Core Values of:

- **Excellence in Education**
- **Care**
- **Equality**
- **Community**
- **Respect**

These values underpin all expectations within this Code of Behaviour.

Care for the Environment

Kilkenny City Vocational School is a green school and every effort is made to be environmentally aware. It follows that we expect you will:

1. Be environmentally aware. Keep our school clean and use recycling bins and recycle where possible
2. Ensure that the school is a litter free environment
3. Eat in the assigned areas at lunch-time and not on corridors, in classrooms or bathrooms
4. Students and staff will strive to discourage the use of single use plastic
5. Students are responsible for all books and equipment provided to them

5. Rationale for the Code of Behaviour

In Kilkenny City Vocational School we are proactive in promoting positive behaviour and preventing inappropriate behaviour. Our approach to behaviour is grounded in Respect, Inclusion and the promotion of Positive Relationships. Behaviour expectations are developed collaboratively and applied consistently across our school.

This Code exists to promote the highest standards of respect, courtesy and behaviour in order to create a positive learning environment where students can learn to the best of their ability. Our Code of Behaviour is designed in line with our mission statement. We aim to promote a positive atmosphere in our school where a sense of pride and self-belief is developed. We aim to promote positive relationships where all members of our school community have the opportunity to grow and develop in an atmosphere of respect and dignity. Our code of behaviour is one that is based on the recognition of the student as an individual and yet creates an environment in which the welfare of all is protected. We also aim to ensure that students are given an opportunity to learn from behaviour which does not meet expectations and also to repair any relationship which may have been damaged by unsatisfactory behaviour. This policy ensures that we meet our legal obligations under the Education Welfare Act 2000.

6. Definitions

Behaviour

Any action, choice or verbal/non-verbal communication by a student that affects:

- Their own learning
- The learning of others
- Relationships
- Safety
- The school environment

Positive Behaviour

Behaviour that:

- Supports learning
- Reflects respect, kindness, fairness
- Supports safety
- Contributes to a welcoming school atmosphere

Inappropriate Behaviour

Behaviour that:

- Disrupts learning
- Undermines safety
- Disrespects people or property
- Interferes with school routines

7. Roles & Responsibilities

7.1 Teachers

Teachers are responsible for:

- Using clear routines, expectations and consistency
- Implementing Whole School Strategies
- Maintaining Positive Classroom Environments
- Using Restorative conversations where possible
- Communicating concerns in a timely manner to appropriate personnel
- Contributing to BFL and pastoral structures
- Implementing Positive Behaviour Strategies
- Ensuring Fairness and Empathy in their approach

7.2 Year Heads / BFL Team/Behaviour Team

Responsible for:

- Monitoring patterns of behaviour
- Coordinating interventions
- Communicating with parents
- Implementing agreed strategies
- Supporting reintegration after incidents or suspensions

7.3 Parents / Guardians- (The term “Parent(s)” or “Guardian(s)”, as used throughout this policy, refers to both parents and legal guardians) (see Appendix 1)

Parental co-operation is considered fundamental to the implementation of the Code of Behaviour.

Parents/Guardians are responsible for:

- Signing a copy of the Code of Behaviour and in so doing it is assumed that the parents accept the Code and that they will make every effort to ensure that their daughter/son complies with every aspect of the Code
- Using TYRO to communicate absences and appointments
- Supporting restorative solutions
- Encouraging attendance, punctuality and wellbeing

Parents/Guardians are asked to:

- Support and sign the school's Code of Behaviour.
- Attend scheduled meetings organised by the school, Parent/Teacher Meetings, Information Nights, Programme Celebrations.
- Students function and perform better when they have had a proper night's sleep and have a regular and balanced diet. Please encourage your child in this regard. A healthy and nutritious breakfast is always a good start to the day and is served in KCVS from 8.15-8.40 every morning.
- Sign the student's journal every week.
- Work with the school to ensure that the student achieves their full potential in all aspects of school life.

- Encourage your child to aim for full attendance.

7.4 Students (see Appendix 2)

Students are responsible for:

- Following the Code of Behaviour
- Engaging respectfully with staff and peers
- Participating in restorative conversations
- Taking responsibility for their actions

7.5 Senior Leadership Team

Responsible for:

- Ensuring consistent implementation of the Code of Behaviour
- Encouraging/Facilitating teachers engagement in CPD and/or providing relevant CPD as appropriate
- Applying fair procedures
- Leading suspension/expulsion processes

7.6 Board of Management

Responsible for:

- Ratifying and reviewing the Code
- Overseeing expulsion processes
- Ensuring compliance with legislation

7.7 HSCL

The Home School Liaison Co-ordinator plays an important role in supporting and implementing the Code of Behaviour. They help to bridge communication gaps and foster community involvement which in turn creates an environment which is conducive to positive behaviour and student success.

Collaborative Implementation of the Code of Behaviour

While the Code of Behaviour at Kilkenny City Vocational School is the responsibility of the entire school community, its effective implementation is supported by a core team who meet regularly to review practice, share information and coordinate responses. Through a strong emphasis on teamwork and shared understanding, this group works collaboratively to monitor behaviour trends, support early intervention, and ensure consistent and fair application of the Code. Their purpose is to promote positive behaviour, address concerns proactively and ensure that student support structures are responsive and inclusive. This collaborative approach has a direct and positive impact on student experiences, engagement and outcomes, contributing to a safe, supportive learning environment where students can take responsibility for their behaviour and succeed both socially and academically.

8. Standards of Behaviour

Students are more likely to benefit from their education and to be happy in a structured, caring environment where high standards of behaviour are expected and adhered to. The school's standards of behaviour express the kinds of behaviour and relationships that will create a positive environment for teaching and learning. In KCVS we place a strong emphasis on recognising and commending appropriate behaviours and on supporting students to take responsibility in addressing patterns of negative and disruptive behaviour. The following are the standards of behaviour that the school expects from students in relation to their own learning and to that of their peers:

1. Students should show respect in all aspects of their school life; respect for self, others and respect for school property.
2. Students are encouraged to show kindness to each other and a willingness to help.
3. Students are expected to show courtesy and good manners in dealing with all members of the school community.
4. Students are expected to show fairness, forgiveness and empathy in their daily school lives.
5. Students are expected to attend school regularly, to be on time, in full uniform with all necessary equipment/materials.
6. Students are encouraged to do their best in class at all times and to be responsible for their work.

7. Students are expected to refrain from bullying, harassment, discrimination or victimisation.
8. Students should follow health and safety rules.
8. Students should engage in their own learning and not disrupt the teaching and learning process.
9. Students should represent the school in a positive manner at all times.
10. Students should respect the privacy and dignity of others

9. Promoting Positive Behaviour

Positive Behaviour Supports (PBS) is a data-driven approach that draws on an understanding of behaviour from multiple perspectives to guide intervention planning. It emphasises early intervention to prevent and reduce the likelihood of behaviours of concern emerging, and involves close collaboration between teachers, parents and students when planning and reviewing supports. Guided by the 2025 NCSE Relate Document, as a school we endeavour to;

A Vision for Inclusive and Relational Approaches

Shifting from:

Seeing behaviour as something to manage

Hypothesising functions of behaviour

Relying on reinforcement through rewards

Changing behaviours

Collecting data on 'what is happening' with factors such as intensity and duration

Finding the problem

Focusing on when behaviours happen

Compliance

Doing things 'to' or 'for' students

Starting with individual interventions

Moving towards:

Recognising behaviour as communication and working to address unmet needs

Recognising stressors and understanding the influence of the environment

Finding intrinsic motivation by reducing barriers

Changing the environment to increase wellbeing

Collecting data on 'why it is happening', examining stressors and occurrences in the day

Leading with strengths and remaining solution focused

Focusing on when they don't happen and identifying what is successful at that time

Connection

Doing things 'with' students

Making change at a universal level that is consistent and manageable in the long term

KCVS promotes positive behaviour in the following ways:

9.1 Whole-School Culture

- Positive relationships
- Explicit teaching of behaviour routines
- Restorative conversations
- Inclusive learning environments

9.2 Positive Behaviour Supports (PBS)

- Teaching expected behaviours
- Preventing difficulties
- Using data to monitor patterns
- Early intervention
- Collaborative planning with students and parents

9.3 Recognition & Rewards

Includes:

- Assemblies and Awards Ceremonies
- JCSP postcards
- Praise by Teacher, Tutor, Year Head, Deputy Principal or Principal.
- Positive note in the school journal.
- Certificates
- School media acknowledgment
- Trips and rewards
- Class prizes
- JCPA recognition
- 3rd Year, TY & Graduation ceremonies

9.4 Behaviour for Learning (BFL)

The BFL Team supports students through:

Tier 1 (Whole-School Supports)

- Clear expectations
- Consistent routines
- Positive relationships
- SMILE strategy
- Early correction and encouragement

Tier 2 (Targeted Supports)

- Behaviour monitoring sheets
- Check & Connect
- Lean In / Lean Out
- Short-term behaviour goals
- Target-setting meetings

Tier 3 (Intensive Supports)

- Individual Behaviour Plans
- 1:1 BFL intervention
- Liaison with external agencies (with consent)
- Multi-disciplinary meetings

Sample Programmes Offered

- Belong Plus
- Getting It Together
- Alert Programme
- Lean In / Lean Out
- Check & Connect

9.5 Restorative Practice

KCVS is a restorative school.

Restorative Practices is a process that involves, to the greatest extent possible, those who have a stake in a specific offence and to collectively identify and address harms, needs and obligations, in order to heal and put things as right as possible. RP is used to:

- Build relationships

- Repair harm
- Support accountability
- Prevent repeat behaviours

Restorative Practice:

- Creates an ethos of respect, inclusion, accountability and taking responsibility
- Creates a commitment to relationships, impartiality, being non-judgmental
- Encourages collaboration, empowerment and emotional dialogue

Key Skills or Restorative Practice are:

- Active Listening
- Facilitating dialogue and problem-solving
- Listening to and expressing emotion
- Supporting others in taking ownership of problems

An important element in Restorative Practice is Fair Process:

- **Expectations** – Everyone knows what is expected of them
- **Engagement** – Involves individuals in decisions/listens to views
- **Explanation** – Clarify how decisions are reached

Alleged Offenders are asked the following questions:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you need to do to make things right?

School Group Conferences can be held to deal with issues:

- Offenders tell what they did
- Everyone talks about what impact this has had on them
- The group reaches a shared understanding of the harm that has been done
- The group negotiates an agreement about how to repair the damage and minimise further harm

10. School Rules and Expectations

KCVS maintains high expectations for student conduct to ensure a safe, respectful and effective learning environment. The rules below summarise expectations. In certain cases other school policies provide further detail.

10.1 Uniform Expectations

We are proud of our school uniform. It identifies each student as a member of our school community. Students are expected to:

- Wear the full school uniform neatly and correctly
- Store jackets in lockers during the school day
- Wear correct PE gear for PE
- Wear full uniform on school trips, events, or when representing the school
- Report uniform issues to the Year Head before 8.50am
- Kilkenny City Vocational School reserves the right to adjust these rules periodically

KCVS school uniform is as follows:

- Navy Crested V-Neck Jumper
- Blue Shirt/Blouse
- Navy Trousers/Skirt
- Black Shoes
- Navy Socks
- Navy Jacket/Coat

Please Note- Leggings are NOT part of the school uniform.

PE Uniforms can be purchased through the following link- <https://oreillysofficial.com/product-category/club-shops/kilkenny-city-vocational-school/>

Failure to follow uniform rules may result in parents being contacted to bring correct uniform to the school, to allow the student to return home to change (if feasible) or to collect the student.

10.2 Mobile Phones and Digital Devices

In June 2025, all post-primary schools received Circular 0045/2025 from the Department of Education. This circular directed schools to introduce a policy restricting the use of mobile phones during the entire school day. In response, our school implemented a new mobile phone policy in line with this directive. Please see KCVS Mobile Phone Policy for specific details. In addition, the use of digital devices is clearly detailed in the KCVS Acceptable Use Policy, both of which are available on the school website or upon request from reception.

Engaging in, circulating, publishing or distributing (including on the internet) material associated with school activities including but not limited to material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of school discipline and may result in disciplinary action. As part of such disciplinary action the Board of Management reserves the right to suspend or expel a student or students where it considers the actions to warrant such sanctions.

10.3 General Behavioural Rules

Students are expected to:

- Walk calmly and safely around the school (internally and on school grounds). Students should not engage in any behaviour that compromises safety (e.g., running indoors, physical horseplay).
- Not chew gum.
- Use the canteen only at designated times and eat only in assigned areas.
- Cycle safely and dismount at the school gates. Bicycles should be parked and locked in the designated space only. E Scooters should not be used within school grounds.
- Follow staff instructions the first time they are given, paying particular attention to instructions given in emergency situations.
- Ensure their belongings are secure and stored appropriately.
- Care for school property and equipment.
- Use lockers appropriately with a working lock. Lockers should only be used before school, at break time, lunchtime or after school.
- Keep bag racks tidy.
- Maintain a litter-free, green environment.
- Use recycling facilities correctly.

Parents

In the interest of safety and security All parents/ visitors must report to reception and sign the Visitor's Book. All visitors/Parents/Guardians must ensure that they have contacted the school prior to their arrival and an arranged meeting has been agreed.

11. Attendance & Punctuality

KCVS values attendance and punctuality as essential to student success and wellbeing. We aim to provide a quality education service. This can only be achieved successfully if attendance rates are very good. It is our policy that school attendance by students be considered in the same way as work attendance by adults. Days for trips, shopping, wet weather, part-time work or a variety of minor reasons are unacceptable.

While in school, students are expected to attend all classes punctually.

Under the Education Welfare Act 2000, the school is obliged to keep a record of each student's attendance in the school. Under this Act, parents/guardians are required to inform the school in writing (through TYRO) of the reasons a student may be absent. Absences of more than 20 school days will be reported to the Education Welfare Officer in accordance with the Education Welfare Act 2000.

11.1 Attendance Recording

- Attendance is recorded on **TYRO**, the school's MIS.
- Every absence must have a reason submitted by a parent/guardian through TYRO.

11.2 Parental Responsibility

Parents/Guardians must:

- Inform the school of the reason for an absence on the same day where possible.
- Arrange personal appointments outside school hours where possible.
- Log student appointments directly in TYRO.

11.3 TUSLA Notification

The school is legally required to notify TUSLA where:

- A student has **20 days of absence** or more in a school year.
- A student is suspended for **6 days or more**, or
- A student reaches **20 cumulative days of suspension**.

11.4 Punctuality

Students must:

- Arrive to school in plenty of time and to first class by 8.50am.
- Attend all classes on time.
- Enter class promptly and follow the SMILE routine.

Late arrival:

- Is recorded on TYRO. Students should enter through reception when late and complete sign in
- May result in sanctions or interventions if patterns persist and if such sanctions/interventions are deemed appropriate

11.5 Student Appointments/Illness during the School Day

If a student has a medical appointment etc, a note must be added to the Management Information System by the parent/guardian. The student should present to reception at the appointed time and the student will be allowed to sign out. If a student is feeling unwell, they should ask a member of the Year Head Team to contact home for them. Details of arrangements should be provided to the secretary by the year head. The student must then present to reception and await collection. Their parent/guardian or an adult delegated by the parent/guardian must sign them out.

12. Responding to Behaviour

KCVS uses a Graduated, Fair and Restorative approach when responding to behavioural issues. The lists below are not exhaustive and the school reserves the right to impose sanctions for other violations which it considers serious. Persistent minor violations constitute a major breach of school rules.

12.1 Minor Behaviour Issues

Examples:

- Interruptions to learning
- Lack of equipment
- Low-level disrespect
- Failure to follow instructions
- Homework not completed

Possible Responses:

- Verbal reminder
- Seating change
- Note in journal/TYRO behaviour entry
- Class teacher breaktime detention
- Parent contact if behaviours persist

12.2 Persistent Moderate Issues

Examples:

- Repeated disruption
- Ongoing lateness
- Disrespectful behaviour
- Property misuse

Possible Responses:

- Referral to Year Head
- Behaviour Management Booklet

- Report Sheet (Appendix 4)
- Restorative conversation
- BFL intervention
- Parent meeting
- Possible lunchtime detention
- Assigned Tasks that contribute to school upkeep

12.3 Major Violations

Examples include:

- Violence or threats
- Bullying (including cyberbullying)- See KCVS Bi Cinealta Policy
- Serious harassment (including sexual or discriminatory harassment)
- Malicious damage
- Theft
- Refusal to follow reasonable instructions
- Vaping, smoking, nicotine pouches on school premises
- Possession/consumption/distribution of illegal substances
- Sexualised behaviour/assault
- Racist, sexist or hate-based behaviour
- Persistent disruption despite interventions
- Damage to School Property

These incidents may lead to:

- Immediate removal from class
- Senior leadership involvement
- Report Sheet
- Suspension
- Referral to external agencies (e.g. Gardaí)
- Expulsion in extreme circumstances
- Assigned Tasks that contribute to school upkeep

12.4 Prohibited Items - in the school, on the school grounds and at/prior/ after all school related activities.

- Alcohol
- Vapes/Nicotine Pouches/Cigarettes
- Illegal substances or paraphernalia
- Fireworks/bangers
- Aerosols
- High-caffeine energy drinks
- Weapons or dangerous items

Possession, consumption, or distribution of Prohibited items

- Leads to confiscation
- Parent contact
- Garda notification (if applicable)
- Suspension
- Possible Expulsion

13. Students with Additional Needs

Individualised Student Support/Behaviour plans in line with NEPS “Continuum of Support” are developed for students with additional needs, in consultation with parents/guardian and relevant professionals. Behaviour expectations and interventions will be adapted where necessary to ensure students with additional needs are treated fairly and supported appropriately, in line with the principles of Inclusion and Equality. The appropriate coordinator and Year Head will collaborate to review behaviour incidents and agree on strategies that promote inclusion and positive outcomes. Behaviour interventions for students with SEN will prioritise support and understanding of underlying needs rather than punitive measures.

KCVS will ensure that:

- Responses to behaviour consider any additional needs the student may have.
- Expectations are reasonable and adjusted where appropriate.
- Interventions focus on understanding behaviour rather than punishment alone.
- NEPS frameworks (Continuum of Support) guide decision-making.

14. Detention Procedures

Detention may be used for breaches of the school rules. Year Heads and the BFL Team may place a student on a lunch time detention for breaches of school rules. A student may also be placed on a Behaviour Management Booklet with a view to monitoring/improving behaviour by the Year Head team. A Parent/Guardian will be informed and given 24Hour notice of such detentions. Class teachers may impose a breaktime detention for a student who repeatedly breaches classroom rules and procedures. Such detentions will be noted in the student journal.

15. Suspension Procedures

Suspension: (Appendix 3- Suspension Letter)

Suspension is requiring the student to absent himself/herself from the school for a specified, limited period of school days.

15.1 Authority to Suspend:

The Board of Management of the school has the right to suspend a student from school. The Board of Management has delegated this responsibility to the Principal. The Principal has the authority to suspend a student for a period of five days. In very extreme circumstances the Principal may suspend a student until an emergency Board of Management meeting can be convened to deal with the issue.

15.2 Grounds for Suspension:

Suspension should be an appropriate response to the behaviour that is causing the problem. Normally other interventions have been tried before suspension and staff will have reviewed the reasons why these have not worked. The decision to suspend requires serious grounds such as that:

- The student has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property.

A single incident of serious misconduct may be grounds for Suspension.

15.3 Appropriateness of Suspending a student:

School Management must balance the value of a suspension, where it can provide a respite for staff and students, time for the student to reflect, and time for the staff to plan how the behaviour may be improved, against the possibility of any unwanted outcomes, such as an increased sense of alienation from school that could lead to a cycle of behavioural and academic problems.

Factors to consider before Suspending a Pupil:

- The nature and seriousness of the behaviour.
- The context of the behaviour.
- The impact of the behaviour.
- The interventions tried to date.
- Whether suspension is an appropriate response.
- The possible impact of a suspension.

15.4 Forms of Suspension:

Immediate Suspension: In exceptional circumstances the Principal may decide that the continued presence of the student in the school would represent a serious threat to the safety of others. Fair procedures must still be applied.

Suspension during a State Examination: This should normally be approved by the Board of Management and should only be used where there is:

- A threat to the right of the other students to learn/work in a calm atmosphere.

Inappropriate Suspension: Suspension will not be used to punish poor academic performance, poor attendance, or minor breaches of the Code of Behaviour. However any

behaviour that is persistently disruptive to learning or potentially dangerous can be a serious matter.

Rolling Suspension: Students will not normally be suspended again soon after they return to school unless:

- They engage in serious misbehaviour that warrants suspension.
- Fair procedures are observed in full.
- The standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other student.

Informal or Unacknowledged Suspensions: Exclusion for part of a day, as a sanction, or asking parents to keep a child home from school as a sanction is a suspension.

15.5 Procedures for Suspension

- The Principal makes the decision to suspend a student on the basis of the reasons set out in the Code of Behaviour and the parameters set out by the Board of Management.
- The student will be informed of the precise grounds which gave rise to the suspension.
- Parents/Guardians will be informed in writing of the reasons for the suspension and the duration.
- If suspension is to be immediate, Parents/Guardians may be informed by phone, with a written follow up.
- Students will not be sent home during the school day unless collected by a Parent/Guardian or some other suitable arrangement is made.
- Suspensions may be appealed to the Principal in the first instance and thereafter to the Board of Management. The school may insist that the student remain at home while an appeal on a suspension is being heard.
- Where a suspension may already have been served before the appeal is heard, in cases where the appeal is successful, the record of the suspension will be removed from the student's file.

All suspensions will include a formal letter of notification to Parents/Guardians that will include the following where relevant:

- Notice of suspension.

- Effective date of suspension.
- Duration of the suspension.
- Reasons for the suspension.
- Expectations of the student while on suspension.
- Importance of Parental involvement in resolving the matter.
- A statement that the Education Welfare Board has been informed in cases where the suspension is for six or more days, or the student has been suspended for more than 20 days during the school year.
- All suspensions shall be reported to the Board of Management at the next scheduled meeting of the Board

Requirements which may need to be in place when the student returns to school.

- Students will be placed on a Behaviour Management Booklet upon their return for a period as seen as appropriate by the behaviour team. The relevant Year Head and a member of the BFL team will also engage with the student in order to provide supports and establish clear expectations
- Following a suspension the student and the Parents/Guardian may be requested to attend a meeting in the school. At this meeting students and Parents/Guardians may be requested to renew their commitment to the Code of Behaviour and/or agree to certain procedures which would seek to assist in the student's reintegration.

15.6 Grounds for Removing a Suspension

- The Principal/ Board of Management may agree that a sanction other than suspension be applied, after discussion with the parents.
- Following a successful appeal to the Board of Management.
- Following a successful appeal under Section 29 of the Education Act.
- Where new circumstances come to light.

15.7 Fair Procedures

In this school fair procedures will apply to the investigation of alleged misbehaviour that may lead to a lengthy suspension or expulsion. Fair procedures are based on the right to be heard and the right to impartiality. Parents and the student will be informed about an allegation and be given an opportunity to respond. Where possible those conducting the investigation will not have been involved in the incident and may produce a comprehensive impartial report to the Principal or the Principal may investigate the alleged incident.

16. Expulsion Procedures

Expulsion is the ultimate sanction by the school and is exercised by the Board of Management in extreme cases of indiscipline.

16.1 Possible Grounds for Expulsion:

- Expulsion may be considered in cases where the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school constitutes a real and significant threat to safety.
- The student is responsible for serious damage to property.

Grounds for expulsion may be similar to grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities will have tried a number of other interventions and believe that all possibilities for changing the student's behaviour have been exhausted.

16.2 Expulsion for a First Offence:

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the Code could include:

- A serious threat of violence against another student or a member of staff.
- Actual violence or physical assault.
- Supplying illegal drugs to other students in the school.

- Sexual assault.

16.3 Role of the Board of Management in Expulsion

Given the seriousness of expulsion as a sanction the Board of Management shall undertake a very detailed review of a range of factors in deciding whether to expel a student. Before a student is expelled the Board of Management shall consider the following:

- The nature and seriousness of the behaviour.
- The context of the behaviour.
- The impact of the behaviour.
- Whether expulsion is a proportionate response.
- The possible impact of expulsion.

Expulsion should not be used as a sanction for lateness, poor academic performance or minor breaches of the Code of Behaviour.

16.4 Procedures in Respect of Expulsion

Fair procedures as well as procedures prescribed under the Education Welfare Act 2000 shall be followed by the Board of Management.

Step 1- A detailed investigation shall be carried out under the direction of the Principal.

This should involve the following: The student and Parents/Guardians shall be informed, in writing, about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion. Parents and the student shall be given every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Step 2- A recommendation shall be made to the Board of Management by the Principal.

Where the Principal, following an investigation into the alleged misbehaviour, forms the view that expulsion may be warranted the following steps will be followed:

1. The parents and the student will be informed that the Board of Management is being asked to consider expulsion.
2. The parents and the student will be furnished with the allegation against the student, the grounds on which expulsion is being considered and the investigation details.
3. The Board of Management shall be provided with the same information.
4. The parents and student shall be provided with the date and venue of the hearing by the Board of Management and shall be invited to attend the meeting.
5. The Parents and student shall be informed that they may make a written and oral presentation to the Board of Management.
6. The Parents and Student shall be given sufficient time to prepare for the meeting.

Step 3- The Board of Management shall consider the recommendation of the Principal and a hearing shall be held.

1. The Board shall review the initial investigation and satisfy itself that fair procedures were followed.
2. The Board shall review all documentation and the circumstances of the case.
3. The Board shall ensure that no party who has any involvement with the circumstances of the case is part of the Board's deliberations.
4. A hearing shall be held to consider the case.
5. The hearing shall be conducted in accordance with Board procedures
6. At the hearing the Principal and the parents, or a student aged eighteen or over, shall put their case to the Board in each other's presence.
7. Each party shall be allowed to question the evidence of the other party directly.
8. The parents may use the hearing to make a case for lessening the sanction.
9. The Board shall conduct its business impartially between the Principal and the student.
10. Parents may be accompanied at the hearing.

11. After both sides have been heard the Board shall ensure that the Principal and the parents are not present for the Board's deliberations.

Step 4- The Board of Management deliberates and decides on a course of action.

The Board shall decide at this stage whether the allegations are substantiated and whether expulsion is appropriate. Where the Board of Management decides that expulsion is the outcome, the Board shall notify the Education Welfare Officer of its opinion and the reasons for this opinion. The Board of Management will then notify the EWO, the parents and student of its opinion and give notice that the student will be expelled twenty days after the date the EWO receives this written notification. Within this twenty days the EWO will make all reasonable efforts to hold individual consultations with the Principal, the parents and the student and any else that may be of assistance. The EWO will also hold a meeting of those parties who agree to attend. When the twenty days have elapsed and the Board of Management is still of the opinion that the student should be expelled the Board should formally confirm this decision in writing to the parents/ guardian and student.

16.5 Appeal Process

Parents and the student will be told about their right to appeal and supplied with the standard form on which to lodge an appeal. A parent or a student over eighteen years may appeal the decision to expel to the Secretary General of the Department of Education and Skills. The National Education Welfare Board may also bring an appeal on behalf of a student.

17.Alignment with DEIS

The Code of Behaviour at Kilkenny City Vocational School plays a central role in supporting the school's DEIS objectives, particularly in relation to improving student engagement, attendance,

behaviour, retention and overall educational outcomes. By setting clear expectations, promoting positive relationships and using a restorative and graduated approach to behaviour, the Code helps to create a safe, inclusive and supportive learning environment in which all students are encouraged to participate fully in school life. Targeted supports, close monitoring of behaviour and attendance patterns, and strong home-school communication help to identify and address barriers to engagement at an early stage. Through these measures, the Code of Behaviour contributes directly to DEIS priorities by supporting students who may be at risk of disengagement and by promoting positive behaviour as a foundation for learning, wellbeing and achievement.

18. Alignment with Looking at Our School 2022

The Code of Behaviour at Kilkenny City Vocational School aligns closely with the principles and standards outlined in **Looking at Our School 2022**, particularly in the areas of student wellbeing, learner engagement and effective teaching and learning. By promoting positive relationships, clear expectations and a restorative, student-centred approach to behaviour, the Code supports the creation of a respectful, inclusive and safe school environment where students are supported to take responsibility for their actions and learning. The Code emphasises consistency, fairness and reflection, ensuring that behaviour practices contribute positively to high-quality learning experiences and support continuous improvement at classroom, departmental and whole-school level. Through these approaches, the Code of Behaviour supports the LAOS focus on fostering inclusive learning environments, strengthening student voice and promoting positive outcomes for all learners.

19. Record-Keeping, Communication & Data Protection

Record keeping and communication within KCVS is managed primarily through the school's Management Information System (TYRO) and our online platform (TEAMS). All records are stored securely in line with the Data Protection Act 2018 and GDPR. Communication with parents typically occurs through TYRO, phone calls, letters or meetings, while staff communication is facilitated through Year Head meetings, BFL Team briefings, staff meetings,

Student Support Team meetings, TEAMS, Email and senior leadership oversight. All examples listed are indicative rather than exhaustive and illustrate the range of methods used to support effective, consistent communication and record management within the school. Appendix 1 provides a parent summary of this policy highlighting key areas.

20. Review of the Code

This policy will be reviewed every two years, or sooner if required. The review process will involve consultation with staff, students and parents/guardians and will be informed by School Self-Evaluation (SSE), DEIS review processes, inspection feedback and national developments.

Appendix 1

Kilkenny City Vocational School

Parent Summary of the Code of Behaviour

Our Purpose

At Kilkenny City Vocational School, we are committed to providing a safe, caring, inclusive and respectful learning environment where all students can thrive academically, socially and emotionally. The Code of Behaviour outlines the expectations that help us achieve this and supports positive behaviour, wellbeing and learning for every student.

Our Code is guided by the ETB core values of Care, Community, Respect, Excellence in Education and Equality.

Scope of the Code of Behaviour

The Code of Behaviour applies:

- during the school day, including breaks and lunchtime
- during school-related activities, trips and events
- when students are in school uniform
- to online behaviour that impacts the school community, in line with the Acceptable Use and Anti-Bullying/Bí Cineálta Policies

Promoting Positive Behaviour

KCVS focuses on encouraging positive behaviour rather than simply responding to difficulties. We promote:

- respectful relationships between students and staff
- clear routines and expectations
- recognition of effort and positive behaviour
- restorative conversations when issues arise

Positive behaviour is acknowledged through praise, certificates, school events and other recognition systems.

Restorative and Supportive Approach

We use a restorative approach to behaviour. This means that when behaviour does not meet expectations, the focus is on:

- understanding what happened
- recognising the impact on others
- taking responsibility
- repairing relationships and preventing future difficulties

This approach supports students to learn from mistakes in a fair and respectful manner.

Roles and Responsibilities

Students are expected to:

- follow the Code of Behaviour
- treat others with respect
- engage positively in learning
- take responsibility for their actions

Parents/Guardians play a vital role by:

- supporting the Code of Behaviour
- encouraging good attendance and punctuality
- communicating with the school via TYRO
- working collaboratively with school staff on behaviour and wellbeing matters

Staff and School Management:

- apply the Code fairly and consistently
- support positive behaviour
- communicate with parents when concerns arise
- ensure fair procedures are followed at all times

Attendance and Punctuality

Regular attendance and punctuality are essential for student success.

Parents/guardians are asked to:

- record absences and appointments on TYRO
- avoid unnecessary absences
- support routines that promote punctuality and engagement

The school monitors attendance in line with statutory requirements and works proactively with families where concerns arise.

Responding to Behaviour Concerns

Behaviour concerns are addressed in a graduated and fair manner, depending on the nature and frequency of the behaviour. Responses may include:

- guidance and reminders
- restorative conversations
- behaviour monitoring supports
- parent-teacher meetings
- detention, suspension or, in very serious cases, expulsion

The aim is always to support improvement and reintegration.

Supporting Students with Additional Needs

Students with additional educational or behavioural needs are supported through:

- individualised support or behaviour plans
- adjusted expectations where appropriate
- collaboration with parents and external professionals
- guidance from the NEPS Continuum of Support

Supports focus on understanding behaviour and promoting positive outcomes.

Communication and Data Protection

The school communicates with parents through:

- TYRO
- phone calls, letters and meetings

All records are managed securely and in line with GDPR and data protection legislation.

Working in Partnership

The Code of Behaviour supports the school's DEIS targets and aligns with Looking at Our School 2022, emphasising student wellbeing, engagement and inclusion. Strong home-school partnership is central to achieving positive outcomes for all students.

If You Have a Concern

Parents/guardians are encouraged to contact:

1. the subject teacher or Year Head in the first instance
2. school management, if required

Open communication helps us support students effectively.

**We value the ongoing partnership between home and school in supporting positive
behaviour and student success.**

Appendix 2

**Kilkenny City Vocational School -Student Friendly
Version of the Code of Behaviour**

KILKENNY CITY VOCATIONAL SCHOOL CODE OF BEHAVIOUR

STUDENT FRIENDLY GUIDE

WHY WE HAVE A CODE

We have a Code of Behaviour to:

-  Keep everyone safe
-  Help everyone learn
-  Make sure everyone is treated fairly



WHAT POSITIVE BEHAVIOUR LOOKS LIKE

Students are expected to:

-  Treat others with respect and kindness
-  Follow instructions from staff
-  Come to class on time and be prepared
-  Wear the correct school uniform
-  Take care of school property



ATTENDANCE & PUNCTUALITY

Students should:

-  Attend school every day unless unwell
-  Arrive on time each morning
-  Attend all classes



Being in school regularly
helps you succeed.

RESTORATIVE PRACTICE – MAKING THINGS RIGHT

KCVS is a restorative school.
This means:

-  Mistakes are treated as learning opportunities
-  Problems are talked through calmly
-  Relationships are repaired
-  Students are supported to move forward



ACADEMIC HONESTY

Students must:

-  Do their own work
-  Not copy from others
-  Use AI tools only when a teacher allows it



Your work should always show
your own learning.

MOBILE PHONES & ONLINE BEHAVIOUR

Students must:

-  Follow the school Mobile Phone Policy
-  Behave respectfully online
-  Never share harmful or inappropriate content



Online behaviour that affects others
may be dealt with by the school.

YOUR VOICE MATTERS

Students are encouraged to:

-  Talk to Teachers or Year Heads
-  Ask for help if worried
-  Take part in the Student Council



Asking for help is a strength.

REMEMBER



You belong in
this school



Everyone deserves
respect



Positive behaviour
helps everyone learn

Be Respectful • Be Responsible • Be Your Best ♥

Date: _____

Dear Parent(s)/Guardian(s) of _____,

Following a review of a serious breach of the school's Code of Behaviour, your child has been placed on suspension from: _____ to _____ inclusive.

This is a _____ **day suspension**. Your child may return to school on: _____

Please attend for a meeting on: Date _____ Time _____.

Please contact the School Office should you wish to re-schedule this meeting.

Reason for Suspension

- ☐ Inappropriate or abusive language
- ☐ Failure to comply with school sanctions/detention
- ☐ Aggressive or unsafe behaviour
- ☐ Persistent disruption to teaching and learning
- ☐ Bullying/intimidation
- ☐ Damage to property
- ☐ Leaving class/school without permission
- ☐ Other (Specify): _____

Brief Summary of Incident(s)

Supports and Interventions Used Prior to Suspension (if applicable)

- | | |
|---|---|
| ☐ Verbal warnings/reminders | ☐ Restorative conversation |
| ☐ Parent/guardian contact | ☐ Detention/lunchtime sanction |
| ☐ Behaviour support strategies | ☐ Student reflection completed |
| ☐ Previous Management Sheet | ☐ Referral to Student Support Team |
| ☐ Other (Specify): _____ | |

Return to School

A re-entry meeting with your child will take place on your child's return to support a positive transition back into school and to discuss expectations moving forward.

If you would like further information regarding this suspension, please contact the Deputy Principal / Year Head through the school office.

Thank you for your continued support and cooperation.

Yours sincerely,

Year Head

Student Behaviour Report Sheet

Student: _____

Date: _____

Class / Year: _____

Time: _____

Teacher: _____

Reason for Report (Report Sheets MUST be logged on TYRO also)

(Please tick all relevant)

- | | | |
|---|---|--|
| ☐ Uniform issue | ☐ Persistent disruption | ☐ Conflict with peers |
| ☐ Missing books/equipment | ☐ Refusal to engage with work | ☐ Damage to property |
| ☐ Homework/classwork incomplete | ☐ Inappropriate language | ☐ Lateness |
| ☐ Mobile phone/device misuse | ☐ Unsafe behaviour | ☐ Bullying/intimidation |
| ☐ Excessive talking/calling out | ☐ Leaving class without permission | |
| ☐ Non-compliance with instructions | ☐ Other: _____ | |

ABC Record

Antecedent

(What happened before? What was the trigger, demand, interaction or situation?)

Behaviour Observed

(What was seen/heard? Be factual and specific.)

Consequence / Response

(What was your response/consequence and What happened then)

Possible Need / Function

(Tick where appropriate)

- ☐ Attention seeking
- ☐ Avoidance / Escape
- ☐ Emotional regulation difficulty
- ☐ Sensory overload
- ☐ Frustration with work/task
- ☐ Other: _____

Teacher Response / Support Strategies Used Prior to Completing this Report Sheet

(Please tick where applicable)

- ☐ Verbal reminder
- ☐ Seating change
- ☐ Detention assigned
- ☐ Private conversation
- ☐ Restorative conversation
- ☐ Visual prompt/check-in
- ☐ Additional work assigned
- ☐ Break / regulation opportunity
- ☐ Other: _____

Teacher Follow-Up Actions

Was the assigned Additional work/Restorative work/detention completed? Yes ☐ No ☐

For Year Head Use

Action Taken / Support Provided/ Sanction/Intervention assigned (Give details)

Parent/Guardian Informed

☐ Yes ☐ No

Date: _____

SST Referral

☐ Yes ☐ No

Date: _____

Gairm Scoil na Cathrach
Sráid Nua
Cill Chainnigh

Priomhoide: Cait Nic Somhairle
Leas-Phriomhoide: Deirdre Ní Coisteagáin

Kilkenny City Vocational School
New Street
Kilkenny

Principal: Cathy Mc Sorley
Deputy Principal: Deirdre Costigan



Tel: 056 7722468
Email: info@kcvs.ie
Web: www.kcvs.ie

Ratification: KCVS Code of Behaviour Policy

This Policy was ratified by B.O.M Kilkenny City Vocational School on 13th April 2026.

Signed: Cathy Mc Sorley

Date: 13/4/26

BOM - 13.04.2026

KCVS Code of Behaviour Policy

Signed: Principal

Cathy Mc Sorley

Chairperson BOM

Cathy Mc Sorley



