



Illuminate Love Serve

KILDARE TOWN COMMUNITY SCHOOL

CODE OF BEHAVIOUR



School Mission Statement

Our school mission and ethos is reflected in our motto of 'Illuminate Love Serve'.

The educational philosophy of Kildare Town Community School recognises the importance of each student reaching his/her full potential. This is achieved through the quality of education the students receive. The friendly and caring atmosphere of the school encourages and motivates students in developing good interpersonal relationships which promotes self-esteem, mutual respect and consideration for others. Our aim is to ensure that the pupils of Kildare Town and its environs have access to curricular and extra-curricular programmes that are appropriate to their needs, the latest and best teaching methodologies and state of the art facilities.

We emphasise the importance of respect for self and others, integrity, engagement, inclusivity, and care. The importance of hard work, perseverance and the value and worth of every individual is promoted. We have high expectations for our students and encourage our students to achieve to the highest level they are capable of in all aspects of their lives. We aim to enable our students to develop into responsible, productive and caring citizens. We welcome involvement and engagement by parents/guardians and see our school as an integral part of a wider community

Rationale & Aim

In Kildare Town Community School, we acknowledge that good behaviour at all times is necessary for effective teaching and learning and allows for the development of all individuals in our community. Our shared Core Values of Respect, Engagement, Inclusive, Integrity and Care are always followed, as well as our Mission Statement, "Illuminate, Love, Serve". We will provide a system of discipline that is creative as opposed to repressive, corrective as opposed to punitive and where restorative justice can thrive.

The formal Code of Behaviour provides a framework for a positive approach to behaviour and discipline within the school. It aims to:

- To promote a sense of mutual respect with all stakeholders.
- Encourage pupils towards self-discipline.
- Encourage pupils to have respect and consideration for one another.
- Create an appropriate learning environment for pupils.
- Engage positively
- Prepare pupils for the responsibilities of the adult world.

In KTCS, we aim to create an atmosphere where pupils can develop their full potential and learn to value and respect themselves and others. Besides a strong academic programme, the school also provides a wide range of co-curricular and extra-curricular activities. The aim is to provide a rich variety of experiences to promote the holistic development of each student. The school hopes that each pupil finds in the school a just and caring community in which they can explore and attain their potential.

Fundamental to the KTCS spirit is an acceptance by all of the need for mutual respect, courtesy and co-operation within the school community. Management, staff and parents must work together to create an appropriate yet positive learning environment.

Students are offered a place at KTCS on condition that parents support standards of behaviour that help uphold the good reputation of the school. The behaviour policy is differentiated on a case by case basis on the principle of equity, taking into account individual students' needs.

The management authority of Kildare Town Community School will comply with all legal requirements as outlined in:

- Education Act 1998
- Education (Welfare) Act 2000
- Equal Status Acts 2000–2018
- Children First Act 2015
- Employment Equality Acts 1998–2015
- Education (Admission to Schools) Act 2018
- Harassment, Harmful Communications and Related Offences Act 2020
- Online Safety and Media Regulation Act 2022
- Education (Student and Parent Charter) Act 2024
- Student and Parent Charter Act 2024

And any other legislation relevant to the education sector.

Before joining KTCS, parents/ guardians and students are asked to sign a form declaring that they have read the Code of Behaviour and that they agree to its contents.

Development of the Code of Behaviour

The Code of Behaviour was developed in accordance with the National Educational Welfare Board (NEWB) Guidelines on Developing a Code of Behaviour (2008). The Code was developed through consultation and collaboration with representatives from the whole school community. The Principal, Deputy Principal, Board of Management, Parents' Council, Students' Council and all staff have been included in the planning process. An evaluation of behavioural policies has been conducted through discussion and reflection. The review and development of the Code of Behaviour has been completed in a manner that takes full account of the good practice set out in the NEWB Guidelines while maintaining the ethos and character of the school community.

Vision for Communication, Relationships and Positive Behaviour in KTCS

The educational philosophy of the school emphasises the importance of each student recognising their full potential. Pastoral care is a priority at Kildare Town Community School. We endeavour to create a school community where every individual feels a sense of belonging, and is respected and valued. Guidance, Chaplaincy and the Care Team involves being there to listen to, and support students in this ever changing modern world.

All members of the school community have been engaged in the task of shaping the school environment in order to keep it a happy place for teaching and learning. It is through this inclusive approach of collaboration that the Code of Behaviour has been developed, in the aim of maintaining the best possible educational environment.

To promote the learning environment in the school, students are encouraged to set goals for themselves regarding their academic and holistic journey, to progress in their work and their relations and communications with each other, fellow students, teachers and their relations with people in authority.

The Scope of this Policy

The behaviour of students during the school day, when travelling to and from school, during lunch break outside school grounds and when participating in activities off-campus reflects on the students themselves and on the reputation of the school. The Board of Management reserves the right to apply the Code of Behaviour to address misbehaviour during timetabled classes, at social times and when wearing the school uniform outside school premises. Abuse (physical, verbal or through social media) of a member of staff during or outside of the school day will not be tolerated. The full range of school sanctions up to and including expulsion will apply in these circumstances.

Kildare Town Community School's Plan for Promoting Positive Behaviour

In Kildare Town Community School we aim to provide a positive approach to managing behaviour. We promote a calm and caring environment. All students and staff have a right to learn and teach in a positive school environment. We strive to promote positive behaviour which encourages respect for each individual, the school environment and equipment, cooperation with each other and opportunities for learning and development in a positive environment.

The following strategies are used to promote positive behaviour and relationships:

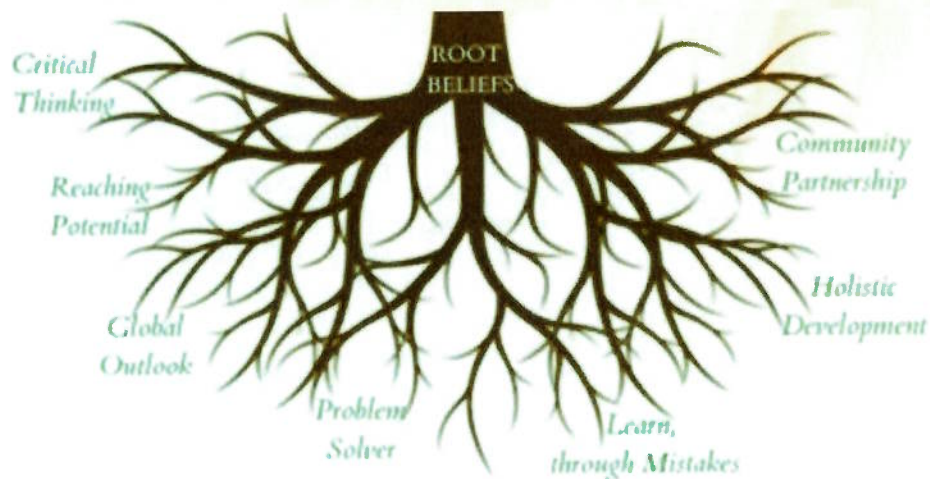
- Students are given shared responsibility in the school and have been involved in the development of the Code of Behaviour. The standards of behaviour are clear, fair and widely understood.
- A comprehensive Student Support team, AEN Department and guidance team adopt an open, collaborative and consultative approach to the behaviour and needs of individual students. Trauma informed approaches are used under a positive behaviour support framework. Differentiation is in place for all students with additional needs,
- Students are taught the skills and knowledge to behave well through communication with the Year Heads, and subject teachers.
- Positive behaviour is reinforced through praise, encouragement, feedback and mutually respectful relationships. Praise is based on the effort of each individual student.
- The annual elections of the Student Council and Prefects encourage responsibility and positive relationships between staff and students.
- A 'buddy system' is in place whereby first year and Sixth Year students are paired up under the Meitheal Leaders programme run by the Diocese. This promotes positive relationships among students.
- Monthly assemblies are held, whereby students are awarded for positive contributions in their classes.
- Annual award ceremonies are held to acknowledge students that have shown positive behaviour e.g. The Spirit of Kildare Award and The Creativity Award etc

- The school website and termly newsletter/magazine are updated to acknowledge positive achievements.
- A 'Good Behaviour Certificate' is presented to a student that has made a significant effort to behave well.
- Students are expected to carry and complete a 'Behaviour Report Card' if there is a need for improvement in their behaviour. The Deputy Principal/Year Head gives the student his/her card each morning. It is the responsibility of the student to ask teachers to fill in categories on their card regarding their behaviour. The card is then signed by parents /guardians. This promotes responsibility and self-motivated behavioural improvement.
- Parents / guardians are provided with a copy of the Code of Behaviour, which must be signed on the enrolment of their son/daughter into the school. This promotes compliance with the high behavioural standards expected in the school.
- Teachers provide constructive feedback to parents / guardians about each student's behaviour in regular reports. Written communication in a student's journal, on Vsware and annual parent-teacher meetings allow for constructive communication regarding behaviour. If there is a particular behavioural concern, appropriate contact will be made.



Characteristic Spirit

The characteristic spirit of the school will be one where students are cherished equally regardless of ability, gender, creed, class or ethnic background. The school will be characterised by a spirit of harmony, appreciation, respect, tolerance, integrity, courtesy, responsibility, self-discipline, fairness and forgiveness.



Roles and Responsibilities

Kildare Town Community school acknowledges the contribution of all members of the school community. Each member has responsibility for the promotion of good behaviour and a role in dealing with and minimising negative behaviour. The successful education of all students is dependent on an active, consistent and mutual partnership between students, staff and parents. Each must embrace their rights, responsibilities and expectations.

Students: As students are enrolled in the school on the basis that they agree to be compliant with the Code of Positive Behaviour, the school expects that students will, at all times, do their best to uphold the Code of Positive Behaviour of our school.

Responsibilities of our students – Respect, Engagement, Inclusivity, Integrity and Care

- Students afford politeness, respect and courteous co-operation to all school staff, fellow students, visitors to the school, local residents at all time
- Students will, through their conduct, help other students to learn and actively participate in the class.
- Students will follow the class rules of all teachers and follow the instructions of all staff.
- Students will participate fully in lessons and work to the best of their ability. Students will be respectful in lessons and when moving around the school premises appropriately.

Parents and Guardians: The school acknowledges the role of parents and guardians in the development and operation of the Code of Positive Behaviour and expects them to support and uphold the Code and to encourage their son/daughter to uphold it. Help and support of parents is recognised as being one of our most valuable assets. Parents/Guardians are strongly encouraged to use the VShare App to monitor their son/daughters behaviour.

Responsibilities of our Parents/ Guardians - Respect, Engagement, Inclusivity, Integrity and Care

- Treat all members of the school community with respect and courtesy.
- Encourage their children to attend school and be on time every day.
- Encourage and support their son/daughter with school work. Check the progress of their son's/daughter's homework assignments, and sign any notes sent by teachers.
- Provide their sons/daughters with the required textbooks and resources necessary for school.
- Necessary appointments should be made for students outside school hours where possible. Parents should inform the school if their son/daughter has an appointment via the schools VShare app, prior to the appointment time.
- Parents are expected to attend parent/teacher meetings and/or any special appointments if requested.
- Support school policies.

Staff: Kildare Town Community School acknowledges the contribution of all staff (Teaching, Administrative, SNA's, Caretaking and Cleaning) in the day to day running of the school. Each member of staff has a part to play in the successful operation of our Code of Behaviour. In particular, staff have a responsibility to respond to and report incidents of both positive and negative behaviour, and to affirm examples of positive behaviour, which they witness.

Responsibilities of KTCS Staff - Respect, Engagement, Inclusivity, Integrity and Care

- Be professional and show respect to all members of the school community.
- Provide a quality education based on high expectations, to all students in a safe and secure environment.
- Promote positive attitudes regarding our core values of Respect, Engagement, Inclusivity, Integrity and Care
- Maintain a well disciplined school environment, by using the Restorative Practice approach.
- Consistently implement the rewards and sanctions of the Code of Behaviour with impartiality and using fair procedures.

Role of Year Head: The Year Head's primary responsibility is to oversee the welfare of a year group and to assist in the implementation of the schools' code of behaviour. The Year Head monitors behaviours, use of school journal and academic performance. They will monitor student academic performance using Athena Tracker, and link in with the school's attainment officer to ensure students are reaching their full potential. They implement all elements of the school Code of Behaviour. They may need to contact parents for a number of reasons during the year. The Year Head works closely with all teachers, the academic attainment post holder, and pastoral care team and attends a weekly middle leadership and senior leadership team meeting. The Year Head, following 6 recorded incidents or any serious incident on VSWare will:

- Intervene by first using restorative practice methods to resolve issues. Following this it may be necessary for the following to apply
- Lunchtime detention
- Friday detention
- Report Card
- Meeting with the Yearhead and SLT
- In house interventions

Pastoral Care Team: The Pastoral Care team of Principal, Deputy Principal, Guidance Counsellor, Special Educational Needs Coordinator, School Chaplain, and School Completion Coordinator meet on a weekly basis. This group actively supports students who are experiencing difficulties, by providing suitable supporting interventions.

Board of Management: The Board of Management is the decision-making body of Kildare Town Community School. The school acknowledges its role in the development and operation of our Code of Behaviour. All policies are developed with the authority of the Board of Management and must be approved by its members before becoming official school policy. While members of the Board of Management are not involved in day to day procedures, they are the body to whom parents and students over 18 may appeal in cases of suspension or expulsion.

Expected Student Standards

Attendance and Punctuality

Attendance and Punctuality are a vital part of the success of all members of the school community. Regular attendance is one of the biggest contributors to success in school.

Expectations

- Students are expected to be in attendance from 8:55 a.m. and be punctual for all remaining classes
- All Junior students are expected to stay in school during lunchtime
- Students are expected to be on time when returning from lunch break. Students persistently late will face sanctions up to and including having their lunch pass removed. All Senior students must present their lunch pass at the gate.
- If a student is absent or late for school, parents/guardians are expected to give an explanation via the schools VShare parent app. This should be submitted before 10:30am on the day of absence. Parents are requested to ensure all appointments are made outside school time where reasonably possible.
- If a student is **late** for school they must sign in at the school office upon their arrival to confirm their attendance, this will be recorded on VShare.

Procedure for leaving school during the school day

- Students may not leave school during the day without being signed out in advance by a parent/guardian, via the schools VShare parent app, or in an emergency, at the school office. Any contact with home during the school day must be through the school office. Please note that students are not permitted to use their mobile phones on school premises.
- After being signed out on VShare, a parent or guardian must collect the student from school. Students are not allowed to leave the school grounds unaccompanied.
- In the event of a student becoming ill during the school day contact will be made from the main office with a parent/guardian.
- In the event of a student taking ill during lunchtime while off the school premises the school must be notified immediately by a parent / guardian.

Property

All pupils' property, bags, books, etc., should carry his/her name and be placed in the pupils locker outside of class time. Coats/Jackets may be placed in the designated cloakroom or in the student's locker. Bags and jackets should not be left on corridors as they are a health and safety hazard. They will be removed for safety reasons. Bicycles/Scooters must be locked and stored in the bike rack location at all times. At no times should a student cycle a bike, or get up on a scooter unless they are outside the school gates.

The Management of the School cannot accept any responsibility for lost or stolen property. Large sums of money and other valuables should not be brought to school unless absolutely necessary. In such cases the money or valuables should be handed in to the office for safe custody and a receipt obtained.

School Uniform

Kildare Town Community School insists on high standards with regard to dress and appearance. When students wear the school uniform they are ambassadors for the school in the community. As such, they should take pride in their appearance and be aware of upholding the traditions and continuity that they represent.

Pupils may only attend class if they are fully compliant with the rules regarding uniform and jewellery. In the case of genuine exceptional circumstances pupils may be allowed to attend class for a defined period with the written permission of the Principal / Deputy Principal. This permission will only be considered following agreement between the Parent/ Guardian and school management. Each item of uniform must be clearly labelled with the student's name.

Full school uniform must be worn for all school related activities. The school image is a responsibility for all the school community. Any deviation from the agreed uniform may only take place with the prior approval of the Principal/Deputy Principal. Particular fashion trends may be deemed to be inappropriate for school by school management.

The Uniform Consists of:

Junior Cycle	• Grey Skirt/Trousers • Grey Crested Jumper • White shirt. • Black footwear only is permitted/ no other markings on footwear are permitted.
Senior Cycle	• Grey Skirt/Trousers • Black Crested Jumper • White shirt. • Black footwear only is permitted/ no other markings on footwear are permitted.
PE Uniform	• Black KTCS tracksuit bottoms • KTCS PE half zip top • KTCS PE t-shirt • Black Runners
Jewellery	Only the following items of jewellery may be worn in school: a ring, a watch, and a pair of ear studs (maximum of one stud in each ear). Due to health and safety reasons, no other earnings or facial piercing jewellery may be worn. If a student refuses to remove such jewellery then the student will be sent home until the jewellery is removed.
Hair	It is expected that all students should have a neat and tidy hairstyle and worn up when requested for health and safety reasons.
Makeup	The wearing of makeup is limited to light foundation/tinted moisturiser.

Lockers

Students should use the lockers assigned to them solely for storing their school materials and personal items necessary for school. It shall be the responsibility of each student to keep the assigned locker clean and undamaged.

- Lockers are always available for the use of students but remain the property of the school and as such are subject to search. It is the responsibility of each student to ensure that their locker is secured with a suitable padlock.
- Management is not responsible for articles lost or stolen. Every item brought to school should be clearly marked with the student's name. Any valuables/property found should be handed into the office.
- You can access your locker only at the following times; (i) before first class, (ii) during morning break (iii) during lunch and (iv) after school. At these times you bring all the materials needed for the classes that follow ensuring you are at class on time.

School Environment

Everybody benefits from working and learning in a pleasant and clean environment. All students must respect the school environment in order to promote learning in a tidy, respectful and supportive atmosphere. Students are expected to appreciate their surroundings and to take pride in the environment of the school. The school participates in the Green Schools' Programme on an annual basis. Eating/drinking other than in designated areas and at designated times is prohibited.

Expectation - Littering

- To promote a positive environment littering, either within the school or in the grounds, is not acceptable and is regarded as antisocial behaviour. All litter must be placed in the bins provided. Place recyclable waste in recycling bins provided.
- Refrain from eating and drinking during classes. If a student feels the need to rehydrate, they may do so between classes from a bottle stored in their bag.
- To prevent damage to school property Tipp-Ex/correction fluid, chewing gum and graffiti are not allowed.
- In order to maintain an orderly learning environment, students are expected to keep their classrooms and social areas clean and tidy and to help pick up any litter when they are asked.
- Students are expected to put their chairs up on the desks at the end of the day
- In the interest of hygiene, students must only eat in the designated areas.

Out of Class Behaviour

Good behaviour is expected outside the school premises e.g. on school outings, work placement, when representing the school at games, drama or other activities and when wearing the school uniform outside school hours. Students are expected to observe all school rules and behave in a responsible way, when travelling to and from school, at lunchtime and after school, for those who remain for study or extra-curricular activities. Behaviour in breach of school rules will be subject to sanctions. Students will behave responsibly at break and lunch times, eating and socialising in designated areas only and staying on site. Only those with a lunch pass have permission to leave during lunch.

Expectations:

- Be polite, walk at all times, no running in corridors.
- The school expects that such courtesies would extend to members of the public, in the town and outside the school gates. Large gatherings in local housing estates are not permitted.
- Accept that name calling, and bullying will not be tolerated.
- Do not use bad language.
- Be respectful - inappropriate attitude or comments are not acceptable.
- The eating of hot food and drinks is restricted to the GPA area.

Corridors, Toilets and Stairs

Good behaviour is expected in all areas of the school grounds and specific rules with regard to the following areas.

Expectations:

- Students are expected to line up along the wall outside their classroom at the start of class. Students are not allowed to enter the classroom without a teacher present.
- Stairs - to ensure the health and safety of all the school community the stairs operate on a one way system. The internal staircases are used as the “up” staircase and the external staircases as the “down” stairs. Students are expected to follow this at all times.
- Access to the toilet during class is confined to period 2, 4, & 6 with the exception of illness or on provision of a medical note from a doctor. Access between classes is not permitted and no student is allowed to the toilet during the first and last 10 minutes of class. . Incidents where students leave class to go to the toilet will be recorded on vsware by the supervising teacher.
- Any vandalism/graffiti to any school property or toilets will be taken very seriously and dealt with by SLT/YH in line with the sanctions in the COB.

Health and Safety

Expectations

- It is our expectation that the school building, school equipment and the property of others are to be treated with care.
- That all students will be vigilant at all times so as to ensure their own health & safety, the safety of the other members of the school community or any visitors to the school.
- **For health and safety reasons, the staff car park is reserved strictly for staff, and all other parking areas must be kept available for visitors and guests to the school.**
- It is expected that students will not interfere or damage school safety equipment.
- In the case of damage/vandalism to the school property severe sanctions will apply and students/families will need to arrange payment for any damage done or repairs needed.
- In accordance with the public Health Tobacco Acts 2002 and 2004, smoking/vaping is strictly forbidden within the school environment.
- **Students are encouraged to maintain a healthy lifestyle. Soft/fizzy drinks, energy drinks and caffeinated drinks are not permitted on school premises.**

Internet/Mobile Phones/Earpods/ Electronic Devices

- The Acceptable Use Policy and Mobile Phone Policy must be signed by parents/guardians before students can use Mobile Phones and ICT.
- Use of the Internet is for study or for school authorised/supervised activities only, evening study.
- ICT resources, as authorised by the teacher, must NOT be used for personal purposes.
- Students are expected to respect the work and ownership rights of people outside the school as well as other students or staff. This includes abiding by copyright laws.
- Games may not be downloaded or played on any School ICT equipment.
- **Earpods are not permitted on school premises. They are not permitted on corridors, at social times or in classrooms. They must be removed and put away safely. Airpods may be confiscated if seen by a teacher.**
- Students need to be aware that emails and attached data, sent and received as part of classroom activity are subject to monitoring.
- All mobile phones must be turned off and left out of sight during the school day including evening study. It is not acceptable to have a phone on silent during school time or evening study. Phones may be confiscated if seen by a teacher. Upon entering class, students will place phones in a clear pouch behind the teacher's desk and retrieve them at the end. Students must not have a phone out on corridors, toilets, GPA or school grounds. Non-compliance will result in sanctions.
- All laptops are the personal responsibility of the individual student and the school accepts no responsibility for lost or damaged devices.
- **On occasion, under the supervision of the teacher present, students may be permitted to use their mobile phones in class for educational purposes.**
- Students should only be contacted (when absolutely necessary) through the school office and not via their personal mobile phones during school hours.

- The school accepts no responsibility for replacing lost, stolen, or damaged mobile phones/digital devices. The safety and security of mobile phones/digital devices is wholly a matter for students and their parents/guardians.
- It is strongly advised that students use passwords to prevent unauthorised use of phones.

Phones will only be returned to parent/guardian by appointment with a Deputy Principal / Principal.

Vaping/Smoking

Since 26th January 2004, as part of Section 47 of the Public Health Tobacco Acts 2002 and 2003, smoking has been prohibited in all workplaces and enclosed spaces, including schools. This rule also applies to all students in uniform on/off campus.

- Schools have a duty of care to provide a healthy working environment for all students and staff.
- Every employer is obliged to protect the health of staff and visitors to their premises
- Everyone has the right to a smoke-free environment.
- Schools have a major role to play in health education and prevention.
- Exposure to second-hand smoke/Environmental Tobacco Smoke (ETS) also known as passive smoking is a cause of disease, including lung cancer and heart disease, in third parties.

This policy has been developed to protect all pupils, employees, service users and visitors from exposure to ETS, to ensure compliance with legal obligations and to ensure a safe working environment.

The Board of Management of Kildare Town Community School has developed the Anti Smoking Policy and sanctions following discussions with all the partners. The Board recognises its obligation to ensure the entitlement of staff and pupils to a smoke free workplace and the protection of pupils and staff from the adverse impact of smoking both direct and passive. Information is available to pupils via SPHE, class teachers and media regarding the health and legal issues associated with smoking.

Anti-Smoking Policy Sanction for Pupils:

The sanction for a pupil found smoking / or in possession of a vape on school premises will be an automatic suspension.

First offence - one day suspension. Vape / cigarettes will be confiscated and only returned to parents/guardians. Outline of health details identifying danger of smoking to self and others and outline of legal implications.

Second offence – suspension for two days. Vape / cigarettes will be confiscated and only returned to parents/ guardians.

For Senior pupils, the sanction will also include withdrawal of privileges i.e. not allowed up-town at lunchtime and detention. Pupils / Students over the age of 18 may be prosecuted by the Environmental Health Officer and the Board may consider expulsion in the event of repeat offences. Parents requested to meet Principal / Deputy Principal(s) and confirm co-operation prior to the return of the pupil following suspension. Further breach would be a matter for the Board of Management.

The Sanctions will be effective from 26/01/2022 after the school community has been advised of the Board's decision. This will be highlighted through Class and Subject teachers informing pupils, Year Group Assemblies, Notice on School website and Text Messages to parents / Guardians.

Substance Use/Misuse

Possessing and/or consuming alcohol on the school premises, in school uniform or at any occasion or event organised by the school is strictly forbidden. Any breach of the school's Policy on Substance Use may lead to referral to the Board of Management and sanctions may include expulsion. The use of drugs by students of KTCS is absolutely forbidden. Disregard of this regulation, particularly in the form of selling or sharing drugs to others, will make the offender liable to expulsion. Referral to the Juvenile Liaison Officer may also be made. As part of the Substance Use and Misuse Policy, the school may require a student to submit to a programme of drug testing where there are grounds to suspect drug use.

Expected Student Communication

It is expected that students will demonstrate mutual respect to all members of the school community. Any language or action that is aggressive, disrespectful or intimidatory by nature will not be tolerated and severe sanction will apply.

Bullying

The Board of Management, staff, pupils and parents of Kildare Town Community School acknowledge and accept their collective responsibility to act in preventing bullying behaviour by any member of the school community. They recognise the role of the entire school community in identifying and reporting incidents of bullying, and they acknowledge their own role in taking appropriate action when bullying occurs. All shareholders acknowledge that any reported incidence of bullying must be treated in the strictest confidence, and will not be discussed outside of the relevant personnel as outlined in the schools anti bullying policy, see school website. Any form of bullying is not acceptable. If breaches to the Anti-Bullying Policy occur, actions will be taken to deal with the situation appropriately as outlined in our anti bullying policy. The suspected victim, bully and any relevant witnesses will be communicated with. If any degree of bullying is identified, help and support will be provided, as is appropriate to both the victim and the bully. (See Anti-Bullying Policy on schools website). The School reserves the right, in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. This include online harassment and harmful digital communication. Cyberbullying protocols under Anti-Bullying Policy align with the COB.

Student Journal

The student Journal is the primary method of communication between the school and home. It is an important school document and is for official school use only. It is not a personal diary or journal and should not be used as such. Students are required to have their journal with them for all classes. Any student who does not have their school journal must report to the office.

Any member of staff may request the student's journal at any time to check details or to communicate information. The student journal must be maintained in good condition at all times. Any journal's which contain graffiti, inappropriate content or are in poor condition will be confiscated. In such circumstances the student will be required to replace the journal at their expense. Students must use their school journal to record their classwork/homework in each class, each day. Parents/Guardians are expected to check their sons/daughters journal regularly and to formally sign it on a weekly basis.



KTCS Ladder of Referral – Support and Sanctions

Level 1 – Classroom Teacher Supports & Sanctions

Sample Behaviours		Supports & Sanctions
absenteeism	L	Student Chat
not following instructions	N	Positive conversation is there a reason?
disruptive behaviour	D	Restorative Practice.
defiant attitude	D	Set behaviour targets
not doing work	N	Differentiate school work positive notes
inappropriate language	I	Communication with home
inappropriate use of weapons/phones	I	Promote positive behaviour strategies
intimidation	I	Differentiated reinforcement
bad language	B	Student merit. Verbal/visual
verbal/physical assault	D	Communication with home Journal/phone call. Demerit

Level 2– Year Head/Care Team Supports & Sanctions

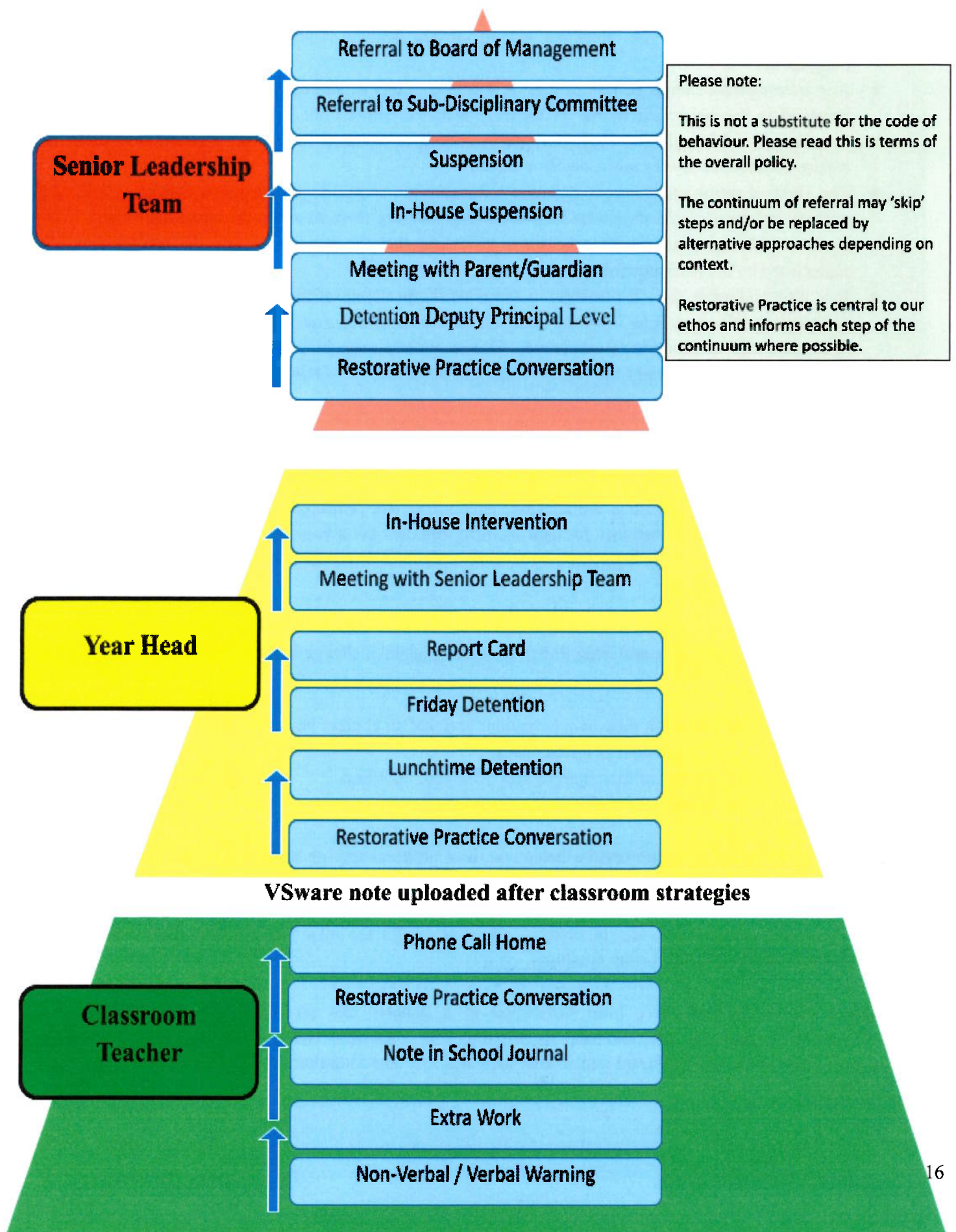
Sample Behaviours		Supports & Sanctions
Any level 1 behaviour of a persistent nature		Behavioural Targets
Damage to property		Praising the positives
Defiant attitude		Referral to SCP if appropriate/SC/GC.
Disruption of class		Check in system
Truancy		Positive feedback to parents.
Bullying/harassment of others		Friday Reflection
Inappropriate language		Parent/guardian
		Report Card
		Meeting with YH/DP/Parent

Level 3 – Deputy Principal/Principal Supports & Sanctions

Sample Behaviours		Sample Behaviours	
Any behaviour of a persistent Nature.		outside agencies	Referral to
Any illegal activity or abuse of any kind		Learning Intervention	Behavioural for
Possession of/abuse of illegal substances		supports	Solution focused
Inappropriate use of Social Media		contacted	Friday Reflection
Inappropriate language			Parent/guardian
			Report Card
			Meeting with
		Year Head/Parents/DP/Principal	Suspension &
		subsequent 5 day report	Referral to Board



KTCS Ladder of Referral - Support & Sanctions



Fair Procedures and Natural Justice

- Kildare Town Community School is required by law to follow fair procedures in respect of proposals to suspend or expel a student. Any failure on the part of the School Board of Management to ensure that these procedures are observed would breach Kildare Town Community School's legal obligations.
- Any investigation should be free of bias. A Principal, class or subject teacher, or other staff member involved in the behaviour matter in the first instance, should not be involved in conducting the investigation of the alleged misbehaviour or making a decision to impose a sanction in order to ensure the absence of bias in the decision maker.
- The right of reply and to cross examine witnesses are central to fair decision making. Both the parents and the students should be facilitated in presenting their views on the allegations made. The Board of Management should take steps to ensure that the procedures and the proceedings are understood by the parent/guardian.
- It is also preferable that, if possible, in terms of the principle of **impartiality in decision making** different people or groups carry out the task of investigating misbehaviour and that of deciding whether a serious sanction is warranted. This may not always be possible and therefore where the Principal may have to carry out the investigation and make the decision, he/she must act justly, and be seen to act justly.

The Use of Sanctions

The aim of sanctions is to create a climate that encourages and reinforces good behaviour, encouraging students to take personal responsibility for their learning and their behaviour. A problem-solving approach is used in response to inappropriate behaviour. At all times, the focus is on the behaviour and not the individual student.

The Purpose of our Supports and Sanctions are to bring about a change in behaviour by helping students to understand that:

- They have choices about their own behaviour and that all choices have consequences.
- To learn that their behaviour is unacceptable.
- To recognise the effect of their actions and behaviour on others.
- To learn to take responsibility for their behaviour.

The approach to student's inappropriate behaviour is a problem-solving approach where the teacher and school respond. Sanctions do not change behaviour, but they can limit it in the short term. All behavioural problems are addressed as early as possible and agreed strategies are implemented consistently. The initial sanctions as outlined in the ladder of referral, are effective for the majority of pupils. However, a small number of pupils may require further attention.

Strategies for sanctioning have been developed in a manner that incorporates impartiality and fair procedures. Responses are kept as local as possible. The following ladder of intervention sets out the structures and fair procedures used and it also indicates how the situation will be dealt with when such a need arises.

1. Teacher deals with the issues.
2. The matter is referred to the Year Head.
3. The matter is referred to the Deputy Principal.
4. The matter is referred to the Principal.
5. The matter is referred to the Disciplinary Committee
6. The matter is referred to the Board of Management. The Board may be asked to consider expulsion.
7. The matter may be referred by way of appeal, to the Department of Education under Section 29 of the Education Act and/or the Trustees.

In most cases, these levels of sanction follow one another. However, in certain cases, the degree of disrespect or disregard for school rules shown by a single act may warrant that a pupil be immediately referred to the Deputy Principal, the Principal or be suspended or expelled without going through the process of minor sanctions.

Individual Teachers

- Normally, minor incidents of indiscipline will be dealt with by the teacher.
- Supports available to the teacher include restorative practice, positive conversations, reprimanding a pupil, reasoning with the student, moving the student to the front of the class, temporary separation from peers, removing the student to the adjacent classroom or assigning extra work.
- Incidents regarded by a teacher as persistent, or deliberately interrupting the learning of others, will be reported as a demerit, giving details of the incident and any action taken by the teacher. It is important for the teacher to discuss the students actions with the student in advance of issuing the demerit.
- Demerits are forwarded to the appropriate Year Head.
- Serious Incident sheets should be forwarded to the appropriate Deputy Principal promptly.
- Serious Incidents sheets will be retained by the school.

Year Head

- Each week, Merits and demerits will be reviewed by the Year Heads. They will decide if there needs to be any follow-up action taken with individual pupils.
- They may require a pupil to explain any behaviour pattern of a particular incident.
- Students are therefore involved in the problem-solving approach when dealing with behavioural issues.
- The Year Head may decide to communicate with parents if appropriate. Other students may also be communicated with depending on the context of the incident.
- A pupil may be placed on report. A pupil on report will be asked to carry a report card which he/she presents to designated teachers throughout the day. The report card notes the behaviour that is being monitored, and it is the pupil's responsibility to get a report from the teachers as to his/her progress in relation to that behaviour.
 - Red Report card – following a suspension
 - Yellow Report card - following a serious incident
 - White Report card – progress report to monitor a student's effort.
- Relationships between students are managed as well as their behaviour. This is done in order to understand the context and factors that may be affecting behaviour.

- The issue is discussed at regular Year Head meetings and Care meetings with management.
- Ideas and possible solutions are generated that take into account the reasons for the misbehaviour.
- Behaviour Support teacher may support and develop a Support Plan
- School Completion Programme may be involved in offering support to the students.

Deputy Principal

The Year Heads and the Care Team work with the Deputy Principal. At regular meetings, they report on any actions taken and discuss the progress of individual pupils. Pupils who have persistent problems with the Code of Behaviour then come under the care of the Deputy Principal.

Support & Sanctions that may be implemented at this stage include:

- The Deputy Principal may call a pupil's parent(s) in dealing with a discipline issue.
- The Deputy Principal will also liaise with teachers in monitoring the pupil's behaviour and improvement.
- A pupil may be placed on report. A pupil on report will be asked to carry a report card which he/she presents to designated teachers throughout the day. The report card notes the behaviour that is being monitored, and it is the pupil's responsibility to get a report from the teachers as to his/her progress in relation to that behaviour.

Red Report card – following a suspension

Yellow Report card- following a serious incident

White Report card – progress report to monitor a student's effort.

- A student may be required to attend detention. When a detention is given, a letter will be sent to the student's parents, giving at least twenty four hours notice.
- To miss an assigned detention will be regarded as a serious matter.
- For a serious reason, a detention may be deferred, but only with the prior consent of the Deputy Principal.
- A pupil may be deprived of a school privilege. A letter will be sent to the student's parents, giving at least 24 hours notice.
- A student may be required to do an internal suspension.
- If a student fails to make progress the Deputy Principal may refer the pupil to the Principal.

The Principal

The Principal, on a referral of a pupil, has the power to suspend a pupil for up to three days.

As suspension may take two forms:

- In-house: A student may be suspended from particular classes or activities, but must be present on the school premises, where he/she will be allocated alternative duties at these times.
- Out of school: A student may be suspended from all school activities and will be responsible for making up any loss of instructional time themselves.

The procedures to be used in the case of suspension are outlined in the Suspension section of the Code of Behaviour.

Detention

Lunchtime Detention: This detention will be given by the appropriate yearhead for 30 minutes, the day will vary depending on year groups.

Friday Detention: This detention will take place on Friday afternoons.

Disciplinary Committee

The schools' disciplinary committee will comprise of the deputy principal, the students year head, member of the pastoral care team, behavioural support teacher. The aim of the disciplinary Committee is to work with a student whose behaviour has not improved, despite the application of appropriate school sanctions. This is a corrective and positive form of intervention. This Committee will aim to work with the student, their parent/guardian and teachers to assist a student examine his/her behaviour and get their co-operation and agreement in setting targets for improvement in behaviour and work using the resources recommended by the NCSE. A contract of behaviour will be written up and put in place for this student who will be monitored by a member of this committee.

Board of Management

Should a student be engaged in what is regarded as an extremely serious breach of the Code of Behaviour, the matter may be brought to the Board of Management, which has the power to include sanctions up to and including to expel the student. The procedures to be used in the case of expulsion are outlined in the Expulsion section of the Code of Behaviour.

Suspension & Expulsion Policy & Procedures Suspension

For the purpose of this policy, suspension is defined as:

Requiring the student to absent themselves from the school for a specified, limited period of school days. During the period of a suspension, the student retains their place in the school.

The purpose of suspension is to allow pupils the time, under the supervision of their parents/guardians, to reflect on their unacceptable behaviour; to accept responsibility for the behaviour that led to the suspension, to think about the link between their action and its consequence and to change their future behaviour to meet the reasonable expectations of the school. Suspension can provide a respite for staff and other students.

The Board of Management formally delegates authority to the Principal to suspend a student for a period up to and including three days. If a suspension for longer than three days is being proposed, the matter must be referred to the Board. In such a case, having sought approval from the Chairperson of the Board, the Principal may suspend for up to five days to allow for time to convene a Board meeting.

The Board of Management will not normally impose a suspension of more than 10 consecutive school days. Suspension will normally be imposed for an extreme violation, as defined in the School Code of Positive Behaviour. However, where in the opinion of the Senior Management Team including the Principal and Deputy Principal, detention or other school sanctions are inadequate disciplinary responses to serious offences, or in the case of repeated offences that have not been rectified by usual school interventions, the sanction of suspension may also be imposed.

Other than in the case of immediate suspension, the Principal will consider

- The seriousness, frequency and context of the behaviour
- The impact of the behaviour on the other members of the school community – students & staff
- The interventions that have already been implemented with the student involved including school-based interventions and referral to outside agencies
- The impact of the suspension on the pupil.

Suspension Procedures

1. The alleged incident will be investigated by the Deputy Principal and/or the Year Head to determine the facts of the situation. This will involve an interview with the student(s) in question and any persons witnessing the incident. The principles of a fair hearing and natural justice will apply to all aspects of the investigation and any subsequent meeting(s).
2. If, in the opinion of the Principal following consideration of the investigation report, suspension should be imposed, the following procedures will apply:
3. Contact will be made with the student and parents to arrange a meeting to discuss the matter. Parents/Guardians are required to ensure that a working contact number is available to the school at all times for immediate communication. All reasonable efforts will be made to contact parents to facilitate this meeting at a time acceptable to all. However, if the student/parents/guardians fail to make themselves available to attend such a meeting and fail to provide a reasonable explanation for not doing so, the matter may be decided in their absence and the suspension imposed.
4. Where a suspension is applied, the student and parents/guardians will be informed in writing that the suspension has been applied, the date from which the suspension takes effect and the period of the suspension. This letter will specify the reason for the suspension, the school's expectations of the student while on suspension and the procedures for re-entry to the school following the period of suspension.
5. Parents/guardians will be informed in the notification letter of their right to appeal the decision to suspend to the Board of Management.
6. A suspension is understood to mean that the student does not have permission to be present in the building and is under the care of their parents/guardians for the day/s in question. It is considered an extreme violation of the School Code of Positive Behaviour if a student enters the school while on suspension. Alternatively a student may be placed on in house suspension depending on circumstances.

Kildare Town Community Schools Suspension Procedures

Implementing the suspension

The Principal will notify the parents and the student in writing of the decision to suspend. The letter will confirm;

- The period of suspension and the dates on which the suspension will begin and end.
- The reasons for the suspension.
- Any study programme to be followed.
- The arrangements for returning to school.
- The provision for the appeal to the Board of Management.
- The right to appeal to the Secretary General of the Department of Education.

Grounds for removing a suspension

A suspension will be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under the Education Act 1998. A period of suspension will end on the date given in the letter of notification to the parents about the suspension. The school will have a plan to re-integrate the student back into the school. When the suspension is completed, a student is given the opportunity and support for a fresh start.

Formal written records will be kept of;

- The investigation.
- The decision-making process.
- The decision and the rationale for the decision.
- The duration of the suspension and any conditions attached to the suspension.

The Principal will report all suspensions to the Board of Management with the reasons for and duration of each suspension. The Principal will report all suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act 2000, section 21 (4)(a)).

Immediate Suspension

Without prejudice to the above procedures, where the Principal or Acting Principal has been notified of an alleged extreme violation of the School Code of Positive Behaviour and/or where immediate suspension is deemed necessary for Health and Safety reasons, the Principal or Acting Principal (as per TUSLA guidelines), following an initial report & investigation and without notice to the student/parent/ guardian, is authorised to suspend a student with immediate effect for such a period as is deemed appropriate, pending a full investigation of the alleged offence.

Where a suspension is applied, the student and parents/guardians will be informed in writing that the suspension has been applied, the date from which the suspension takes effect and the period of the suspension. This letter will specify the reason for the suspension, the school's expectations of the student while on suspension and the procedures for re-entry to the school following the period of suspension. Parents/Guardians will be informed in the notification letter of their right to appeal the decision to suspend to the Board of Management.

Following application of suspension, the Principal will notify the Board of Management of the suspension at its next meeting. If a student is suspended for a period of not less than six days, the Principal will inform the Educational Welfare Officer in writing of the suspension. (Section 21(4) of the Education [Welfare] Act, 2000).

Return to School following Suspension

- A student who has been suspended must be accompanied by a Parent/Guardian to the school on the day of return.
- The student will be required, in the presence of the Principal/Deputy Principal/Year Head and the Parent/Guardian to give a written undertaking to abide by the School Code of Positive Behaviour before being re-admitted to class. This undertaking will be countersigned by the Parent/Guardian and the Principal/Deputy Principal/Year Head.
- The student will be placed on a five-day report from the date of return to monitor behaviour and to support the student in improving her behaviour. Further interventions/referrals/supports will be discussed at this time. While on report, a student will not be permitted to represent the school.

Expulsion

A student is expelled from a school when a Board of Management makes a decision to permanently exclude them from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000. Only the Board of Management has the authority to expel a student. The Principal may not authorise the expulsion of a student.

Expulsion of a student is a very serious step and will only be taken by the Board of Management in extreme cases or as a last resort after all interventions have failed:

- Where there is significant and continuing disruption to the learning of others or to the teaching process.
- Where there is a serious threat to the health and safety of the student herself, other students or members of staff.
- Where the student is uncontrollable and is not amenable to any form of school authority.
- In cases of specific behaviours such as,
- Physical assault, sexual assault.
- The possession, supply or distribution of illegal substances.
- Deliberate serious damage to school or personal property.
- Serious misuse of technology.
- Bullying/harassment/intimidation of a member of the school community.

Before the Board of Management will consider expulsion, the school will have taken significant steps to address the student's behaviour. These steps may include:

- The application of procedures outlined in the school Code of Positive Behaviour;
- Meeting with parents and the student to endeavour to find ways of helping the student to change the student's behaviour.
- Ensuring that the student and their Parents/Guardians understand the possible outcome/consequences of the behaviour, should it be persistent.
- Applying other interventions/strategies to bring about an improvement in behaviour through a Targeted Behaviour Intervention (TBI).
- Referral to appropriate external agencies which may include but is not limited to: National Educational Psychological Service (NEPS); Child and Adolescent Mental Health Services (CAMHS); Health Service Executive Community Services & Social Work Department; the Special Education Support Service (SESS); the National Behavioural Support Service (NBSS); the National Council for Special Education (NCSE).

However, there may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first grave offence. The procedures of fairness and natural justice will be observed in any such case.

Kildare Town Community School is required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

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; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions.

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

In investigating an allegation, in line with fair procedures, the Principal will:

- Inform the student and the parents/guardians about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give Parents/Guardians and the Student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed. Parents/Guardians will be informed in writing of the alleged misbehaviour and the proposed investigation in order to have a permanent record of having let them know.

This also ensures that Parents/Guardians are very clear about what their son/daughter is alleged to have done. It serves the important function of underlining to parents/guardians the seriousness with which the school views the alleged misbehaviour.

Parents/Guardians and the student will have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed.

Where expulsion may result from an investigation, a meeting with the student and the Parents/Guardians is essential. It provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts.

It may also be an opportunity for Parents/Guardians to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour. If the student and the Parents/Guardians fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a rescheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school will record the invitation issued to Parents/Guardians and their response.

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 misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion.

The Principal will:

- Inform the parents and the student that the Board of Management is being asked to

consider expulsion.

- Ensure that parents/ guardians have records of: the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Provide the Board of Management with the same comprehensive records as are given to parents.
- Notify the parents/ guardians of the date of the hearing by the Board of Management and invite them to that hearing.
- Advise the parents/ guardians that they can make a written and 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 and the Holding of a Hearing

It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Board will undertake its own review of all documentation and the circumstances of the case. It will ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

Where the Board of Management decides to consider expelling a student, it will hold a hearing. The Board meeting for the purpose of the hearing will be properly conducted in accordance with Board procedures. At the hearing, the Principal and the Parents/Guardians, or a student aged eighteen years or over, 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, members of the Board will take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents/Guardians may wish to be accompanied at hearings and the Board will facilitate this, in line with good practice and Board procedures. There is no right to legal representation at this meeting. After both sides have been heard, the Board will ensure that the Principal and Parents/Guardians are not present for the Board's deliberations.

If the student or the Parent/Guardian fail to attend the meeting with the Board of Management and fail to provide a reasonable explanation for not attending, the B.O.M. will determine the matter in their absence. Before making a decision to expel the student, the Board will notify, in writing, the Educational Welfare Officer of its opinion and the reasons therefore, in accordance with Section 24(1) of the Education (Welfare) Act, 2000.

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

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. [Education (Welfare) Act 2000, s.24 (1)].

The Board of Management will refer to TUSLA reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification [Education (Welfare) Act 2000, s.24 (1)].

In the interim, the Board may, in accordance with section 5 of the Education (Welfare) Act 2000, suspend or make other arrangements to ensure that 'good order and discipline are maintained in the school'. An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, s4A).

The Board will inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents will be told that the Board of Management will now inform the Educational Welfare Officer (EWO).

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer will:

➤ make all reasonable efforts to hold individual consultations with the Principal, the

Parents/Guardians and the student, and anyone else who may be of assistance

➤ Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation will focus on alternative educational possibilities.

Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s.24 (5)). A Board may consider it appropriate to suspend a student during this time. Suspension will only be considered where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others or represent a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal). Parents/Guardians will be notified immediately that the expulsion will now proceed. Parents/Guardians and the student will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel the student.

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Appeals An Appeal to the Board of Management

The parent/guardian of a student, or, in the case of a student who has reached the age of 18, the student, may appeal to the Board of Management against a decision of the Principal that the student has committed a violation of the school Code of Positive Behaviour and /or any decision of the Principal to apply a sanction up to and including suspension.

Ratification of Code of Behaviour

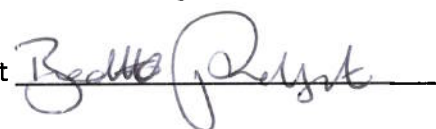
The KTCS Suspension and Expulsion Policy and Procedures can be viewed in the Code of Behaviour on the school website www.ktcs.ie

Ratification of Code of Behaviour

This policy will be reviewed by the Board of Management at regular intervals.

Principal 

Date: 15/06/2026

Chairperson Board of Management 

Date: 15/06/2026



KTCS

Suspension Report

Part A – Principal / Deputy Principal / Year head record

Date:		Name of Student:	
Principals/ Deputy Principal/ Yearhead's record of the discipline concern. :			

Part B - Checklist

Date:		Time:															
Checklist																	
<table border="1"><tr><td>Students accounts attached</td><td></td></tr><tr><td>Staff member accounts attached</td><td></td></tr><tr><td>Early communication to parents/ guardians</td><td></td></tr><tr><td>Suspension letter given to parents/ guardians & a copy on file</td><td></td></tr><tr><td>Suspension recorded on VS Ware on both Attendance & Discipline</td><td></td></tr><tr><td>Suspension placed in the suspension book in front office</td><td></td></tr><tr><td>Return procedures followed</td><td></td></tr></table>				Students accounts attached		Staff member accounts attached		Early communication to parents/ guardians		Suspension letter given to parents/ guardians & a copy on file		Suspension recorded on VS Ware on both Attendance & Discipline		Suspension placed in the suspension book in front office		Return procedures followed	
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Return procedures followed																	
In implementing the disciplinary procedures of the school the principle of natural justice will apply. Students have a right to be heard in their own defence. The person applying a sanction shall not be the person reporting the offence or the person offended against. The Principal or the Deputy Principal have the authority to suspend.																	
Any other information																	
Signed by Principal, Deputy Principal, Year head:		Date:															

Behaviour & Sanction Summary Chart

Sample Behaviour	Sanction
Incorrect Uniform	Morning: - Go home - Checked at entrance In Class: - Send email to Yearhead / DP - Don't send from class On Corridor: - Request compliance - Non compliance - verbal warning / issue demerit and inform yearhead
Late for Class	Classroom Sanction & Conversation - x3: Demerit
No Homework	Classroom Sanction & Conversation - x3: Demerit
No Journal	First: - Journal sheet in class Second: - Classroom sanction & conversation Third: - Demerit
No Books / Materials for Class	Classroom Sanction & Conversation - x3: demerit
Disturbance of Class	Low Level - Classroom sanction & discussion Severe - e.g. Disruption / aggression / verbal abuse - Call for a SLT member
Mobile Phone	Confiscated & teacher brings to reception
Airpods	Confiscated & teacher brings to reception
Corridor	Low Level - Verbal warning & conversation Severe - e.g. Disruption / aggression / verbal abuse - Call for a SLT member
Incorrect Use of Sairs	Verbal Warning

	x 2 Lunchtime detention
Truancy	Friday Detention
Toilets - Using outside correct times / Loitering	Lunchtime detention x2: Friday Detention
Fighting	Suspension
Bullying	Suspension
Aggressive Behaviour / Cursing	Suspension
Vaping / Smoking/ &/or in possession of a vape	Suspension