

Scoil Moling-Glynn



St. Mullins, Co. Carlow, Via Kilkenny, R95 XH58.

Te; 051-424892

Email: scoilmoling@gmail.com

Principal: Caitríona Kelly

Website: www.scoilmoling.ie

Code of Behaviour and Discipline

Introduction

The principal and staff of Scoil Naomh Moling-Glynn drew up the original policy in 2004 and have regularly reviewed it since. It is the result of ongoing consultations and collaboration between the Principal, staff, parents and BoM. The Board of Management ratified the policy on the 14th October 2004 and it was further reviewed at staff meetings and at BoM level in February 2006, October 2009, June 2012, September 2018, September 2021, December 2022, September 2024, October 2025 and September 2026. Staff, pupils, parents and BoM were consulted in this process. The policy was ratified on the 24th September 2026.

In devising this Code, consideration has been given to the current needs and circumstances of our school in line with *Developing a Code of Behaviour Guidelines for Schools NEWB*. A strong sense of community and co-operation is required from staff, pupils and parents to implement this Code. The overall responsibility for discipline within the school rests with the Principal. Each teacher is responsible for maintaining discipline in her/his class. Every effort is made to adopt a positive approach to the question of behaviour in the school and greater emphasis is placed on rewards and recognition of good behaviour than on sanctions.

Parents will be informed of this Code on the enrolment of their child.

Relationship to characteristic spirit of the school

Scoil Moling-Glynn seeks to enable each child to develop his/her potential. Our Code of Behaviour policy will lead to a harmonious environment where children can make progress in all aspects of their development. The policy shall apply to all students during all school related activities.

Principles of Code of Behaviour

- In devising the code, consideration has been given to the particular needs and circumstances of this school. The aim is to ensure that the individuality of each child is accommodated while acknowledging the right of each child to education in a relatively disruption-free environment.

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- Every effort will be made by all members of staff to adopt a positive approach to the question of behaviour in the school. The Code offers a framework within which positive techniques of motivation and encouragement are utilised by teachers.
- The school places greater emphasis on rewards than on sanctions in the belief that this will, in the long run, give the best results.
- The school recognises the variety of differences that exist between children and the need to accommodate these differences.
- It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, pupils and parents.
- Each pupil and member of the staff will be treated with the dignity and respect that you would expect for yourself and your own child.
- The rules are being kept to a minimum and are positively stated in terms of what pupils should do.
- All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil. This should help increase attention and allow each individual progress at their own level.
- The overall responsibility for discipline within the school rests with the Principal. Each teacher has responsibility for the maintenance of discipline within his/her classroom while sharing a common responsibility for good order within the school premises. A pupil will be referred to the principal teacher for serious breaches of discipline and for repeated incidents of minor misbehaviour.

Section 23 (4) of the Education Act states that, prior to registering a pupil, the principal teacher shall provide the parents of the child with a copy of the school's code of behaviour and that the principal *'may, as a condition of so registering such child, require his or her parents to confirm in writing that the code of behaviour so provided is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by the child'*.

Rationale

We believe good behaviour is based on good relations between parents/guardians, child and school. In Scoil Moling-Glynn, we hope to foster this ideal in cooperation with our parents/guardians. We have adopted a positive code of behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school and to ensure an

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orderly climate for learning in the school

It is a requirement under the *Education Welfare Act, 2000, Section 23*

(1) which refers to the obligation on schools to prepare a code of behaviour in respect of the students registered at the school. It details in Section 23(2), that the Code of Behaviour shall specify:

- A. The standards of behaviour that shall be observed by each student attending the school;
- B. The measures that shall be taken when a student fails or refuses to observe those standards;
- C. The procedures to be followed before a student may be suspended or expelled from the school concerned;
- D. The grounds for removing a suspension imposed in relation to a student; and
- E. The procedures to be followed in relation to a child's absence from school.

General guidelines to good order in our school

The following are general guidelines to good order in our school.

Attendance

School Hours:

- 9.10 am – 1.50 pm *Junior & Senior Infants*
- 9.10 am – 2.50 pm *First-Sixth Class*

School Grounds

- The Board of Management is not responsible for anybody on the school grounds except during school hours.
- Pupils will be supervised in the school grounds from 9.10 am every morning. As a consequence of this, please ensure that your child is not on the school grounds earlier than 9.10 am.

Entering and leaving the school

- Please enter and leave the school in an orderly manner.
- Written permission (*or electronic message*) is required to leave the school during school hours and children must be collected by an adult.

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Absence

- The *Education Welfare Act, 2000, section 18* stipulates that parents must notify the school of a student's absence and the reason for this absence.
- Parents are obliged to notify the school, in writing, regarding **ALL** absences – prolonged absences or patterns of absence on specific days i.e. Mondays and Fridays must, by law, be reported to **TUSLA** who will in turn contact the child's parents/guardians regarding non-attendance at school. Very often, there will be good reasons for a child not being in school and these will be taken into account if they are explained to the school.
- Since the inception of the Education (Welfare) Act, 2000 schools are obliged to report on school attendance. Schools are required to submit Student Absence Reports twice each year on those students with serious attendance issues that have been identified during the current academic year i.e. students that have been absent from school for a cumulative total of twenty days or more falling within the following categories:
 - Illness.
 - Urgent Family Reason.
 - Holiday.
 - Suspended.
 - Other.
 - Unexplained.
- Parents will receive a warning notice when 15 days have been missed. They will also receive another notice when the 20 day limit has been reached. This notice will also inform them that TUSLA will be notified.
- When a child is absent, a note should be given to the class teacher or a message sent via *Class Dojo* explaining the child's absence on the child's return. Please contact the school if your child will be absent for more than two days.

School uniform

Pupils should be clean, neat and tidy in their appearance. Pupils should wear the school uniform daily except on PE days when tracksuit is worn. Additionally, there may be occasions during the school year when pupils are asked to wear tracksuit by the class teacher. For the months of September and June pupils are permitted to wear a blue polo shirt as an alternative to the grey shirt with their uniform. If weather is very warm in summer months plain navy knee-length shorts are permitted. Our school uniform and tracksuit are uncrested and available in all shops that supply school uniforms.

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- *School Uniform*: A maroon jumper/cardigan, maroon coloured tie, grey shirt/blouse, grey pinafore/skirt/trousers and black, flat shoes.
- *School Tracksuit*: Plain navy school tracksuit (no symbols/lettering), blue polo shirt, and flat runners.

Communication between parents and school

Close co-operation with parents is important for the educational development of all children.

Parents and teachers may communicate by:

- Writing notes in pupils homework journal.
- Writing a letter or a note or by telephoning to make an appointment. Please do not disturb the teacher during class time especially after 9.10 am. If a teacher is away from his/her class, valuable teaching time is lost.
- The school will advise parents re. calendar of events and closures each term/year/via our school website, *Aladdin (email)* and *Class Dojo*.
- Changes of address or contact telephone numbers must be passed onto the school immediately so that a child's parent is always contactable in case of an emergency.
- School Reports are sent to the parents at the end of June.
- Written parental consent is required for all school trips and extra-curricular activities.
- Educational platforms such as *Class Dojo*, parents can also communicate via email or by phone.
- Parent Teacher meetings are completed in Term 1 each year.

Role and Responsibility Teachers and Staff:

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Promote positive behaviour, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, religion, culture, and ability.

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- Show appreciation of the efforts and contribution of all, and praise good behaviour.
- Teachers will remind the children regularly of the school, class and playground rules
- Teachers will involve the children in devising the classroom rules/expectations of behaviour
- Through the SPHE lessons the teachers will teach the skills of friendship, respect, forgiveness, consequences of their actions
- To discourage physical aggression and encourage *'Kind Hands, Kind Words, Kind Feet'*.

A Code of Conduct for staff, pupils and volunteers ensures that the rights of all are upheld.

Role of Parents:

- All parents are expected to model the standards of behaviour that the children are asked to respect
- Parents are expected to familiarise themselves with this school policy
- Parents are expected to support the policy and the teachers in the implementation of the policy
- Parents must notify the school regarding the reason for a child's absence
- Parents must ensure their children attend school regularly and punctually
- Parents should encourage their children to do their best and to take responsibility for their work
- Parents should attend meetings at the school if requested
- Parents should help their children with homework when required and ensure that it is completed, and then the homework journal should be signed
- A written note from Parent/guardian is required if homework is not done.
- Parents must ensure their children have the necessary books and materials for school

On enrolment parents are given a copy of the Code of Behaviour and on the enrolment form asked to sign their acceptance of the Code and their agreement to make every effort to comply with the code. Parents will be further reminded of the school rules, if and when the need arises.

Role of the BOM and Principal:

- To ensure the Code of Behaviour reflects the ethos of the school
- To ensure all members of the school community are involved in reviewing the policy
- To follow procedures in relation to suspension and expulsion as outlined in the policy
- To ensure the Code of Behaviour is regularly reviewed and ratified

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- The overall responsibility for ensuring that the code of behaviour is prepared rests with the BOM
- To provide a comfortable, safe school environment for all
- Support the Principal and staff in implementing the code in a fair and consistent manner

Role of the Pupils:

- To take responsibility for their own actions
- To take part in devising classroom rules
- To take part in reviewing the school rules and sanctions
- To be familiar with the school rules and sanctions
- To have an understanding of 'why' we have rules

General Rules:

- Each child is expected to be well behaved, caring, courteous and show respect/tolerance for teachers, SNAs, staff, parents, friends, other students and school visitors
- Each child is expected to show respect for all school property, other children's and their own belongings, and not interfere with or damage property in any way
- Each child is expected to attend school on a regular basis and to be punctual
- Each child is expected to do his/her best both in school and for homework
- Each child is expected to obey the school rules, and classroom rules
- Each child is expected to obey the playground rules and rules for entering/leaving the school.
- Each child is expected to wear correct uniform at all times ie. see uniform section
- Each child is expected to be truthful and honest
- Each child is expected to refrain from using insulting or bad language
- Each child is expected to show kindness and forgiveness
- Each child is encouraged to take responsibility for their own actions
- Each child is expected to have a note of explanation if homework is not done or not fully done or if he/she has been absent
- Each child is expected to refrain from bringing to school any article likely to endanger him/herself or others. **Mobile phones are not allowed in school.**
- Each child is expected to keep his/her classroom and school environment, tidy and free from litter
- Each child is expected to be punctual and come to school prepared – having books, copies, pens, etc.

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- Each child should bring a healthy, nutritious snack to school, as per school's healthy eating policy.
- Each pupil must have a lunch box where all leftovers and rubbish from their snack must be placed and brought home.

Children will be reminded of these rules at the beginning of each school year and as occasion arises during the school year.

Classroom Rules:

Each class teacher in consultation with the pupils will devise their individual set of classroom rules, which will include the following:

- Each child is expected to listen to the class teacher.
- Each child is expected to show consideration for other pupils in the classroom. Listen attentively to the person speaking. If you wish to say or do something, raise your hand
- Each child is expected to be attentive in class and refrain from disruptive behaviour of any kind.
- Each child is expected not to leave the classroom without the permission of the class teacher.
- Each child is expected to work to the best of their ability

The positive strategies which staff uses to effectively manage behaviour in the classroom are:

- “Class rules” are devised in each classroom appropriate to their level of understanding
- Pupil have input in devising the class rules
- Teachers ensure that pupils understand and are frequently reminded of how they are expected to behave
- A clear system of acknowledging and rewarding good behaviour and sanctions for misbehaviour
- Teachers use a variety of activities and methodologies to sustain pupil interest and motivation

Playground Rules

- Children are expected to be caring and courteous in their attitude to others- teachers, staff, parents, friends and other children
- Be conscious of the safety and well-being of others

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- Showing good example of behaviour to younger children
- Serious fighting, 'pretend fighting', pushing, shoving, wrestling, all forms of violence and general rough behaviour within the school building or on school grounds are strictly forbidden. Behaviour, which is likely to cause injury or offence, is not acceptable
- Accidents must be reported immediately to the teacher on yard
- If a problem should arise during break time, please inform the supervising teacher
- Children need to seek permission from the supervising teacher to leave the yard
- Pupils should ask the supervising teacher for permission to go to the toilet at break time and pupils should behave appropriately in the toilets
- Procedures for breaks must be observed, i.e. bell/walk to line/line up in an orderly manner.
- Children should never leave school grounds without permission from a teacher
- Children are expected to line up in an orderly fashion when the bell rings

- ☐ At the beginning of each school year, pupils are reminded of the yard rules and also regularly throughout the school year. Senior students are involved in reviewing the playground rules.
- ☐ One teacher is on yard duty and a Special Needs Assistant is also present.
- ☐ Teachers circulate the playground to monitor behaviour in all areas.
- ☐ On wet days, children remain in their own classrooms and are supervised by the class teacher/SNA. Board games, jigsaws, DVDs and toys are available.
- ☐ At the beginning and end of break time, pupils line up in their class lines and enter the school/leave the school classroom by classroom.
- ☐ Occasionally children need First Aid and will be brought inside by a SNA. Teacher in staff room will provide First Aid to the child.
- ☐ In the case of misbehaviour, sanctions as listed in the policy are implemented.

Positive attitude towards challenging behaviour

Scoil Moling-Glynn places greater emphasis on positive school behaviour and discipline than sanctions to create a healthy and happy learning environment where children can work to the best of their ability. We believe that this will, in the long run, give best results.

We praise, encourage and guide pupils to attain their ambitions.

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Some rewards teachers might use:

- Praise and commendation for work well done, a quiet word in student's ear or in front of class
- Recognition for effort
- Rewards for success and achievement
- Merit systems and competitions
- Verbal/Written communication with parents eg. note in diary/message on *Class Dojo*
- Note of commendation/message on *Class Dojo* to parents or in newsletter
- Opportunities for greater responsibility
- Extra privileges eg. treats, homework pass, small gift
- Certificates for good attendance/achievement
- Stars, stickers, stamps etc on student's work
- Student of week / month
- Music at lunchtime
- Golden time

Rewards are given for good or improved behaviour and may be done on an individual or group basis.

Disciplinary Measures/Sanctions

The class teacher will normally deal with unacceptable behavior in the classroom and the teacher on yard duty deals with any behavior issues on the yard. Teachers shall keep a written note or record of all instances of serious/persistent misbehaviour. The degree of misbehaviour, i.e. minor or serious, will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours. Sanctions make the distinction between minor and more serious misbehaviour clear to pupils. Sanctions are logical and immediate. Depending on the needs, capabilities and understanding of pupils, each class teacher will use his/her discretion when applying the above Code of Behaviour and Discipline.

Examples of minor misbehaviours:

Interrupting class work / Running in school building / Littering school grounds / Not wearing correct uniform / Being discourteous/unmannerly / Not completing homework without good reason / Neglecting homework/ Not having homework signed by a parent/ 'Pretend fighting'

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Examples of serious misbehaviours:

Repeated instances of minor misbehaviours/ Telling lies / Stealing / Damaging other pupil's/school's property / Bullying / Back answering a teacher / Defiance / Leaving school premises during school day without appropriate permission / Using unacceptable language / Deliberately injuring a fellow pupil / Aggressive, threatening or violent behaviour towards a teacher/pupil/ Pushing, shoving- all forms of violence and generally rough behaviour/ Inappropriate use of the internet / Possession of a mobile phone.

*For serious misbehaviours a **Behaviour Reflection Sheet (Think Sheet)**- *Appendix 1* will be completed by the student and his/her parents and an appointment with the class teacher is recommended.

Examples of gross misbehaviours:

Assault on a teacher or pupil/Serious Theft/Serious Damage to property/Serious bullying/ Carrying drugs, alcohol, cigarettes.

Before resorting to serious sanctions e.g. suspension, the normal channels of communication between school and parents will be utilised.

The following sanctions may be placed when a pupil fails or refuses to observe the acceptable standard of behaviour for our school- depending on the gravity of the incident, as decided by the teacher:

- Reasoning with pupil.
- Warning and reprimand (including advice on how to improve).
- Timeout - Temporary separation from peers within classroom / on yard.
- If a child is corrected twice on yard for misbehaviour, they will be asked to change the activity.
- When a pupil's name has been entered into the yard incident book on three occasions in any one term the parents will be notified in an effort to work together towards improved behaviour.
- Accompanying supervising teacher on yard.
- Loss of privileges.
- Extra work assignments requiring parents/guardians signature.
- Communication with the parents/guardians with a view to resolving the problem.

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- Detention during a break with child's name recorded.
- Referral to the Principal.
- The Principal may request that the parents/guardians take the student home early from school due to serious misbehaviour
- Suspension (Temporary).
- Expulsion.

A child will not be deprived of access to a curricular area as a sanction, except on the grounds of safety.

Please note the above list do not have to be followed in order

In the case of serious misbehaviour or persistent disruption, the following steps may be taken:

- A. Class teacher will keep a written record of all incidents of serious misbehaviour, as well as a record of improvements in the behaviour of disruptive pupils and will inform the Principal of the problem.
- B. Parents/Guardians will be notified, requesting one or both of them to meet with the class teacher. The Principal may be in attendance.
- C. The Principal may request that the parents/guardians take the student home early from school due to serious misbehaviour.
- D. *Suspension- See below*
- E. *Expulsion- See below*

Due process will be adhered to in all cases.

Suspension

Suspension is defined as: *requiring the student to absent himself/herself from the school for a specified, limited period of school days.* The Board of Management of Scoil Moling- Glynn has the authority to suspend a student. This authority has been delegated to the Principal to be used in the case of immediate suspension in the event of a threat to safety at the judgement of the principal. Suspension should be a proportionate response to the behaviour that is causing concern.

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Grounds for suspension:

The decision to suspend a student requires serious grounds such as that:

- the student's behaviour has had a seriously detrimental effect on the education of other students
- the student's continued presence in the school at this time constitutes a threat to safety
- the student is responsible for serious damage to property.
- ❖ A single incident of serious misconduct may be grounds for suspension.

See *Appendix 2* for the factors to be considered before suspending a student pg. 72 of NEWB guidelines.

Suspension as part of a behaviour management plan

Suspension should be part of an agreed plan to address the student's behaviour. The suspension should:

- enable the school to set behavioural goals with the student and their parents
- give school staff an opportunity to plan other interventions
- impress on a student and their parents the seriousness of the behaviour.

Procedures in respect of suspension

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school should observe the following procedures:

- inform the student and their parents about the complaint
- give parents and student an opportunity to respond.

Inform the student and parents

The school will let the student and their parents know about the complaint, how it will be investigated, and that it could result in suspension. Parents may be informed by phone or in writing, depending on the seriousness of the matter.

Give an opportunity to respond

Parents and student will be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the student and their parents provides an 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. If a student and their parents

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fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school will record the invitations made to parents and their response.

Procedures in relation to immediate suspension

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. The formal investigation will immediately follow the imposition of the suspension. In the case of an immediate suspension, parents will be notified, and arrangements made with them for the student to be collected.

The period of suspension

A student will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. The Board of Management will place a ceiling of ten days on any one period of suspension imposed by it.

Implementing the suspension- Written notification

The Principal / Board of Management will notify the parents and the student in writing of the decision to suspend. The letter will confirm:

- the period of the 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, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the Code of Behaviour)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Science (*Education Act 1998*, section 29).

Engaging with student and parents

Where a decision to suspend has been made, it can maximise the impact and value of suspension if the Principal and another member of staff meets with the parents to emphasise their responsibility in helping the student to behave well when the student returns to school and to

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offer help and guidance in this. Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

Grounds for removing a suspension

A suspension may 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 section 29 of the *Education Act 1998*.

After the suspension ends

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

Re-integrating the student

The school will devise a plan to help the student to take responsibility for catching up on work missed. Successful re-integration goes beyond academic work. Where possible, the school will seek to arrange for a member of staff to provide support to the student during the re-integration process.

Clean slate

When any sanction, including suspension, is completed, a student will be given the opportunity and support for a fresh start.

Records and reports

Records of investigation and decision-making

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.

☐ *Report to the Board of Management*- The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

☐ *Report to NEWB*- The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (*Education (Welfare) Act, 2000*, section 21(4)(a)).

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Review of use of suspension

The Board of Management will review the use of suspension in the school at regular intervals.

Expulsion

A student is expelled from a school when the Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the *Education (Welfare) Act 2000*

Authority to expel

The Board of Management of Scoil Moling-Glynn has the authority to expel a student. Expulsion will be a proportionate response to the student's behaviour. Expulsion of a student is a very serious step, and one that should only be taken by the Board of Management in extreme cases of unacceptable behaviour.

A proposal to expel a student requires serious grounds such as that:

- 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.

The grounds for expulsion are similar to the 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 have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

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: *(this is not an exhaustive list)*

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault.

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See *Appendix 3* for the factors to be considered before expelling a student pg. 82 of NEWB guidelines.

Procedures in respect of expulsion (refer to pages 83-86 of the guidelines)

Schools are 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.*

Review of use of expulsion

The Board of Management will review the use of expulsion in the school at regular intervals.

Appeals

Under Section 29 of the Education Act 1998 if a Board of Management expels a student or suspends a student or refuses to enrol a student then the parent may appeal that decision to the Secretary General of the Department of Education and Skills (DES) and the appeal will be heard by an appeals committee. An appeal may also be brought by the National Educational Welfare Board on behalf of a student - see 'How to apply' below.

The procedures for the hearing of appeals must ensure that:

- The parties are helped to reach agreement, if possible.
- The appeal is conducted in the most informal way possible.
- Appeals are dealt with within 30 days, but the Secretary General may extend the time by a further 14 days.

If the appeals committee upholds a complaint or believes that a matter arose that needs to be remedied, it must make recommendations to the Secretary General about the action required. The

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Secretary General must give reasons for the decision of the appeals committee and, if it has made a recommendation, may give directions to the board on how to resolve the issue. For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

Keeping records

Class level

Each individual teacher will record consistent misbehaviour / not adhering to the school rules and of serious incidents of misbehaviour. We will record misbehaviours as well as improvements in behaviour. As we are a small school, serious misbehaviour is reported to the Principal on a regular basis. The end of year report includes a reference to behaviour and teachers make reference to the pupil's behaviour on the report form. There is a reasonably consistent understanding of what constitutes good behaviour (pupils who consistently behave in class and on the yard) – fair behaviour (where consistent misbehaviour has occurred during the year). Parents are kept up to date during the year regarding behaviour issues through notes home, meetings with the teacher, phone calls and at parent teacher meetings.

Playground

An incident book is in use for playground misbehaviours. Teachers keep records of any incidents that happen on yard and this information is generally passed onto the class teacher. This is kept in the Staff Room and teachers have access to this as required. When a pupil's name has been entered into the incident book on three occasions in any one term the parents will then be notified. Regular staff discussion on the playground rules and the sanctions to be used will ensure consistency in the application and interpretation of the rules.

School records

Each individual teacher manages the safe storage of and access to these records. The following formal records are kept at school i.e. factual reports of particular incidents of behaviour, communication between school and home, reports from outside agencies, copies of the school report, documentation pertaining to appeals under Section 29 (if applicable).

Success Criteria

Some practical indicators of the success of this policy will be:

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- Positive feedback from teachers, pupils, parents.
- Observation of positive behaviour in classrooms, corridor and playground.
- Practices and procedures listed in this policy being consistently implemented by whole school community

All stakeholders have been involved in the planning of this Code. This Code will be reviewed when necessary/at agreed intervals. In the belief that the most effective schools tend to be those with the best relationships with parents, every effort will be made by the Principal, teacher and staff to ensure that parents are kept well informed. The school provides a welcoming atmosphere towards parents and parents will be informed when their child performs particularly well, at their own level, and when there is a need for communication regarding misbehaviour. Please note that this Code of Behaviour applies to all school related activities both on the school premises and elsewhere. As partners in your child's education the BOM and staff earnestly request that you explain this Code and the reasons why such a Code is necessary to your child.

Review

This policy may be reviewed from time to time but at least once during the lifetime of the Board of Management.

This Code of Behaviour was reviewed and ratified on: 24th September 2026

Signed: _____ (Chairperson of Board of Management) **Date:** 24/09/2026

Signed: _____ (Principal) **Date:** 24/09/2026

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Appendix 1- Behaviour Reflection Sheet

Name: _____ Date: _____

Description of my behaviour:

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Reasons for my behaviour:

Consequences of my behaviour:

<i>How do I feel?</i>
<i>How has my behaviour affected others?</i>
<i>Other consequence(s)</i>

Plan for improvement:

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Signed: Student: _____ Teacher: _____ Parent: _____

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Appendix 2- Page 72 Developing a Code of Behaviour: Guidelines for Schools

Suspension Factors to consider before suspending a student

The nature and seriousness of the behaviour of the behaviour

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?
- Has the problem/behaviour escalated, in spite of the interventions tried?

The context of the behaviour.

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

The impact of the behaviour.

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?
- Does the behaviour have a particular or greater impact on some students or teachers?
- Does the student understand the impact of their behaviour on others?

The interventions tried to date

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)?

Whether suspension is a proportionate response.

- Does the student's behaviour warrant suspension?

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- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

The possible impact of suspension.

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?

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Appendix 3- Page 82 Developing a Code of Behaviour: Guidelines for Schools

Expulsion - Factors to consider before proposing to expel a student he nature and seriousness of the behaviour

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been and over what period of time?
- Has the problem behaviour escalated, in spite of the interventions tried?

The context of the behaviour.

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

The impact of the behaviour.

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?

The interventions tried to date.

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of these interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?
- Is the Board satisfied that no other intervention can be tried or is likely to help the student to change their behaviour?

Whether expulsion is a proportionate response.

- Is the student's behaviour sufficiently serious to warrant expulsion?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

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The possible impact of expulsion.

- To what extent may expulsion exacerbate any social or educational vulnerability of the student?
- Will the student be able to take part in, and benefit from, education with their peers?
- In the case of a student who is in care, what might be the implications of expulsion for the
- care arrangements?