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Kilbrittain N.S.
Kilbrittain,
Co. Cork.

Reviewed: 29/08/25

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Code of Behaviour

In September 2022, the in-school management team undertook a review of the school Code of Behaviour. The existing Code was written a number of years ago and despite some amendments needed a more thorough review.

We felt that this was needed

- To maintain the high standards of behaviour currently enjoyed in the school
- To provide clarity and continuity re standards of behaviour in the school for new members of the school community – pupils, parents and staff
- To ensure consistency in the way in which behaviour is addressed
- To try to create a balance between supporting the needs of a child and understanding his/her behaviours whilst ensuring that the needs of other children are being met
- To ensure compliance with the relevant legislation and guidelines

Schools are obliged under Section 23 (1) the Education Welfare Act, 2000, to prepare a code of behaviour in respect of the students registered at the school. Section 23 (2) states 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
- E. The procedures to be followed in relation to a child's absence from school.

Introduction

We think it is important, at the outset to state that a great majority of our pupils are well behaved and thus are a credit to their parents and a pleasure to have in school. All pupils are in need of clear guidelines so that they are responsible in their work and conduct. Where teachers insist, firmly but fairly, on honest effort and commitment from pupils and on high standards of behaviour, there is a

greater likelihood they will obtain them. The great majority of parents take their responsibility with regards to standards of behaviour in their children/, seriously. We need the support of all parents in order to meet legitimate expectations with regard to good behaviour and discipline. Although we accept that there is a need for sanction to register disapproval of misconduct, we hope to lay the emphasis on rewards for good behaviour whenever possible.

Where sanctions are needed they will be used only after every attempt is made to advise and reason with the errant pupil in an effort to educate towards good conduct.

Each classroom is an entity in itself under the immediate control of class teacher. This code does not presume to set our rules for each individual teacher, nor does it dictate how each should effect discipline within the classroom, rather it is an overall guide to the general conduct of our pupils coming and going to school and activities within the school. We believe the sanctions outlined in the code are firm, clear and fair to all concerned and when used will help all of our school community to enjoy school life to its fullest.

School Ethos

Kilbriain N.S. is a Catholic ethos school under the patronage of the Bishop of Cork & Ross. We provide a welcoming and safe environment where all pupils are equally respected and valued. Friendship and co-operation are at the heart of our school. We cultivate a positive atmosphere where children are inspired to achieve their full potential.

This Code of Behaviour is rooted in our ethos because we understand that if children are to achieve their potential, they need to work in an orderly environment where they feel safe and secure. In devising the Code, we are seeking to maintain such an environment.

Aims:

- To ensure that the children can access a high standard of education, which is their right.
- To provide a safe and happy environment throughout the school.
- To create an atmosphere of respect, tolerance and consideration for others
- To respect the right of pupils to be educated in a disruption-free environment.
- To create an orderly environment in which all pupils can, through developing self-discipline, feel secure and make progress in all aspects of their development.
- To ensure that the school community adopts a positive approach to the question of behaviour in the school.
- To cultivate a sense of respect for all in the school and those in authority.
- To develop a sense of respect for school property and the property of others.
- To enable the child to develop as a social being through interacting and cooperating with others.

- To assist staff, parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

This Policy should read in conjunction with the following policies:

- Anti-Bullying Policy
- Child Protection Policy
- Attendance Policy & Statement of Strategy for School Attendance
- Mobile Phone Policy

Content of Policy

- 1. Whole school approach to managing behaviour**
 - Rights and responsibilities of the school community
- 2. School rules**
 - Whole school rules
 - Playground rules
 - Classroom rules
- 3. Strategies for managing behaviour**
 - Positive Strategies for managing good behaviour
 - Strategies for managing and preventing misbehaviour
 - Restorative Justice
- 4. Misdemeanours**
 - Minor
 - Serious
 - Gross

5. Suspension / Expulsion

- Suspension
- Expulsion
- Appeals

6. Keeping records

- Class
- Playground
- School

7. Absences

Whole School Approach to Managing Behaviour

Managing behaviour requires the support and co-operation of the whole school community, particularly staff, pupils and parents.

The Board of Management has the overall responsibility for ensuring

- that the Code of Behaviour is drawn up
- that it is in line with the ethos of the school
- that it respects the needs and rights of pupils, staff and parents
- that it is upheld by pupils, staff and parents

The day to day implementation of the Code of Behaviour rests with the pupils, staff and parents and each of these groups has rights and responsibilities in the management of good behaviour.

Pupil rights

- To be educated in a disruption free classroom
- To be treated fairly, consistently and with respect
- To have their individual differences recognised and provision to be made for these differences
- To be listened to and to ask questions, at appropriate times

- To have their positive behaviour affirmed and their misbehaviour addressed appropriately

Pupil responsibilities

- To attend school regularly and punctually
- To work quietly and safely, to the best of their ability
- To listen to their teachers and to act on instructions and advice
- To listen to other pupils and to wait their turn to speak
- To show respect for all members of the school community
- To respect the rights of other pupils to learn
- To care for their own property and to respect all school property and property of other pupils
- To avoid behaving in a way, which would endanger themselves or others
- To contribute to good order in the school, by moving quietly around the school and by keeping the school clean and tidy
- To bring the correct materials and books to school
- To follow school and class rules and procedures
- To do their homework to the best of their ability

Teacher rights

- To be treated with respect and dignity by pupils, parents, colleagues and all members of the school community.
- To be able to teach in a safe, well-maintained environment, free from disruption and aggression.
- To have the support and co-operation of all staff, colleagues, parents and Board of Management, in order to achieve the aims and objectives of the school.
- To work in an atmosphere which encourages professional development.
- To consult with pupils and parents informally and formally, when their professional judgement deems it necessary.

Teacher responsibilities

- To support and implement the school's code of behaviour consistently and for the duration of the academic year
- To create a warm, safe, welcoming environment for each pupil
- To develop and nurture a sense of self-esteem in each pupil
- To facilitate each pupil to reach their full academic potential, by recognising and providing the individual talents and differences among the pupils

- To teach a varied and stimulating curriculum which will engage children's interest. The curriculum will include SPHE which will teach children communication skills, appropriate ways of interacting and behaving and conflict resolution skills thus supporting the school's Code of Behaviour
- To use classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation
- To be courteous, consistent and fair, while keeping opportunities for disruptive behaviour to a minimum and addressing misbehaviour appropriately
- To use their professional judgement, to decide when it is necessary to communicate with parents and to provide reports on matters of mutual concern
- To keep a record of instances of serious misbehaviour or repeated misbehaviour
(Continuum of Support, Guidelines for Teachers, NEPS)

Parent/ guardian rights

- To be treated with respect
- To have a safe and welcoming environment provided for their child
- To expect that there will be a recognition of the individual differences among pupils
- To expect that there will be fairness and consistency in the way the pupils are treated
- To communicate with teachers/principal by appointment on matters of mutual interest or concern
- To expect contact at an early stage to discuss difficulties and/or problems
- To receive regular progress reports and information on the school's policies and procedures
- To be made aware of the school's code of behaviour and to appeal decisions in accordance with agreed procedures

Parent/ guardian responsibilities

- To encourage pupils to have a sense of respect for themselves and others, for their property and that of others
- To ensure their children attend school regularly and punctually
- To show interest in their child's education by ensuring their child has the correct books and materials and by signing homework notebooks and reading records
- To support the school in the implementation of the school's Code of Behaviour. It is a condition of enrolment in the school that parents agree to comply with the school's Code of Behaviour (Education Welfare Act 2000 section 23, 4)
- To co-operate with teachers in instances where their child's behaviour is causing difficulties for others

- To communicate with the school in relation to any problems which may affect their child's progress/ behaviour
- All communication should be in a spirit of courtesy and cooperation with the teacher/principal

Kilbrittain N.S. School Rules

General School Rules

- A respectful attitude between pupils, teachers, staff members and visitors to the school is expected. A general courteous and mannerly attitude is anticipated when addressing or being addressed by a teacher or staff member.
- Pupils are expected to work diligently, in school, co-operate fully with teachers and complete all homework assigned to them.
- All property must be respected, and damages must be replaced.
- Children are expected to be punctual.
- All children must wear school uniform to school.
- A child cannot leave the school without permission. A note from a parent/guardian is required following absences.
- No running, boisterous behaviour, barging or shouting is allowed in the school building.
- No physical or verbal bullying shall be tolerated.
- Children are not allowed to use bad language or make racist or abusive comments.
- No fighting or spitting is allowed.
- The children should remain seated at all times unless the teacher has directed otherwise
- Mobile phones are generally not allowed in school – see policy
- Chewing gum is not allowed in school.
- The school Healthy Eating Policy must be adhered to except on special occasions

Rules of Conduct for the Playground at Kilbrittain National School

- Children must respect the rights of others to feel safe by refraining from rough play.
- Children must respond quickly and positively to any request from the staff on duty
- Classes must keep to their defined play areas.
- Children should play with equipment appropriately and safely and tidy up all equipment at the end of break.
- When the bell rings children walk to their lines immediately in a quiet and orderly fashion.
- Children are only allowed back into the school during lunch if they need to go to the toilet or if they are sick. They must always ask for permission to leave the yard.

Rules of Conduct for the Classroom at Kilbriain National School

- When we come into school we sit in our place.
- We walk in the school.
- We always complete our homework.
- We have good manners.
- We do what teacher asks.
- We show respect.
- We do our best.

Individual teachers may make codes for their classrooms in order to interpret these rules appropriately for the age and stage of the children in the class.

Strategies for Managing Good Behaviour

Positive strategies for Managing Good Behaviour

Our school policy is designed to promote good behaviour, rather than merely deter bad behaviour. In promoting positive behaviour we aim to establish a climate where praise and encouragement far outweigh the frequency of criticism and sanctions. The teachers work together to develop routines to ensure the smooth running of classroom learning and to ensure the safety of the children while moving around the school. Each teacher, using the classroom rules, develops a clear set of expectations with his/her class and is consistent and in his/her approach to managing behaviour.

Each teacher has the responsibility to develop and nurture a sense of self-esteem in each pupil, and in this regard, praising of desirable behaviour is essential. We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children - either publicly or privately, being sensitive to the age and personality of the pupil
- Affirming comments and smiley faces on pupil's work
- Stickers, badges or stamps in books
- Personal sticker charts
- Time on computer or other special activities, work displayed, homework pass, buddy pass
- Class Dojo and weekly group prizes
- A visit to another teacher/ principal for praise

- Informing parents through oral or written communication
- Golden time
- Star of the Week award
- Star charts/Reward charts – grouped
- Class Dojo
- Traffic lights system
- Student of the week
- Assembly – Golden Leaves
- Marble jars
- Cushions

We also try to reward classes to foster a cooperative behaviour. Such rewards include:

- Extra free time
- Extra Golden Time
- Extra PE/games
- Extra play time
- Class treat
- Reduced homework on agreed nights.

The reward schemes are constantly monitored to evaluate their effectiveness in promoting positive behaviour or in reducing misbehaviour. The rewards should be closely linked in time to be the behaviour being rewarded, focussing on effort and not just achievement. Rewards should avoid unhelpful competition and be seen as attainable by all. The rewards should be tailored to suit the age group of the pupils in the classroom.

Managing behaviour

A fundamental part of the management of behaviour in each class is that children are taught the curriculum in a stimulating manner using a variety of methodologies and differentiated, where appropriate, to meet their needs. Children are kept engaged and busy as far as possible. From the beginning of the year, teachers ensure that children understand the class rules and the expectations that the teacher has around these rules.

Teachers may use the following strategies to manage the minor misdemeanours that can happen in a classroom:

- Ignore the behaviour

- Remove the cause of the behaviour if possible
- Non-verbal signs such as a warning look, a change in tone of voice or stopping speaking and waiting for attention
- Moving to stand in the vicinity of the pupil
- Overlooking/ ignoring behaviour while praising the pupil demonstrating the appropriate behaviour
- Moving the pupil to a quiet spot to work
- Regular reminders and class discussions about the class rules
- Establishment of clear class and school routines to minimise opportunities for misbehaviour
- Loss of class reward/Getting a tick or signature

When misbehaviour is in the yard, the teacher/SNA on duty can use the following strategies

- Moving to stand in the vicinity of the pupil
- Speaking to the pupil
- Giving the pupil a time-out in the yard

The following strategies may also be used when appropriate

- Completing incomplete tasks as extra homework during the week and at weekends, or during golden time
- Loss of privileges and/or classroom jobs
- Logical consequences — e.g. move to the back of the line for inappropriate behaviour in the line
- Transcription exercise/Extra written work
- Write an account of their behaviour
- Write a 'sorry' note
- Detention during break

In the event the above strategies do not work, the following steps will be followed:

1. Verbal warning
2. Reasoning with the pupil (What did you do? What rule did you break? How can you fix it?)
3. Loss of star/loss of class reward/receiving class sanction

4. Written warning - the teacher records the name and behaviour in class record/day book/diary
5. Time out within the classroom
6. Time out in another room
7. Loss of a minor privilege – Golden time, football training etc.
8. A note home to parents in homework notebook
9. Loss of a major privilege – outing, tour, class play etc.
10. The teacher requests a meeting with parents if there has been no improvement in behaviour
11. Individual behaviour plan, in consultation with parents is drawn up
12. The principal requests a meeting with parents if there has been no improvement in behaviour
13. Suspension if there is no improvement following the meeting with the principal (Rule 130(5) for Primary Schools)
14. Expulsion (Rule 130(6) for Primary Schools)

Managing Homework Issues

1. Note/Verbal from teacher outlining incomplete work and tell pupil to catch up.
2. If homework is not complete on a subsequent day, note from teacher in homework notebook to be signed by parent.
3. If the problem persists, pupil will be asked to complete homework during school at a time of teacher's choosing.
4. Parents will be informed at all points and may be called to a meeting if non-completion of homework continues or recurs.
5. If homework issues continue, pupils will miss an upcoming event or trip, at teacher's discretion.

Managing aggressive or violent misbehaviour-*Please see our Behaviours of Concern Policy*

- Children who have difficulty regulating emotions are referred for psychological assessment.
- Appropriate support is sought from services available
- Professional development is available to staff.
- In the event that a pupil has to be physically restrained the teacher will follow the guidelines in our Physical Intervention Policy.

- Parents will need to be contacted to remove their child in the event that a behaviour becomes unmanageable or a danger to themselves or others.
- The B.O.M. grants permission for the principal teacher or class teacher to record conversation or inappropriate behaviour. The B.O.M. has permission to investigate matters that occur inside or outside the school which may bring the good name of the school into disrepute.
- The B.O.M. reserves the right to request parents to pay for damage to property caused by their children.

Restorative Justice

Restorative practices in our school provide a focus on developing positive relationships between all members of the school community. It gives opportunities for pupils to take responsibility for their behaviour and learning. Restorative practice is a process whereby children are given the opportunity to reflect on their behaviour and how they and others have been affected by it so as to help heal broken relationships and prevent reoccurrence.

Restorative Questions to respond to Challenging Behaviour:

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen to make things right?

To help those harmed by other actions:

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

Misdemeanours

The misbehaviour of pupils is divided into three categories:

1. Minor Misdemeanours
2. Serious Misdemeanours
3. Gross Misdemeanours

The degree of misdemeanour i.e. minor, serious or gross will be judged by the Teachers and/ or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours as follows:

Minor Misdemeanours

- Speaking out of turn
- Littering
- Behaving in a manner which distracts other pupils and prevents them from learning
- Eating during class
- Breaking the class rules
- Misbehaviour in the line and when moving around the school
- Incomplete/no homework without a note from a parent
- Making inappropriate remarks
- Telling lies
- Lack of attention while instructions are being given
- Rough play in the classroom and playground
- Being rude
- Being mean to other children
- Being late for school
- Being in the wrong yard without permission
- Having chewing gum in school
- Not lining up properly at appropriate times

Appropriate strategies as listed in Managing Behaviour will be used to deal with these.

Serious Misdemeanours

- Repeated incidences of minor misbehaviour
- Refusal to listen to staff and to follow instructions given by staff members/coaches etc.
- Inappropriate questioning and answering back to members of the school community
- Bullying
- Leaving the classroom and/ or school premises without permission

- Stealing, defacing or destroying other pupils' belongings or school property
- Acting aggressively or with violence towards any member of the school community
- Directing insolent or abusive language at any members of the school community
- Using obscene, highly inappropriate or grossly offensive language in or out of the classroom and/or online
- Constant no homework
- Failure to perform tasks set as punishment
- Continuous disruptive behaviour in class
- Fighting, kicking, punching, spitting in school-yard
- Use of physical and/or verbal intimidation towards peers/staff members
- Mocking other pupils
- Making remarks of a racist nature
- Using a mobile phone during the course of the school day
- Stealing

Sanctions for Serious Misdemeanours

1. Loss of a minor privilege – Golden time, football training etc.
2. A note home to parents in homework notebook
3. Loss of a major privilege – outing, tour, class play etc.
4. The teacher requests a meeting with parents if there has been no improvement in behaviour
5. Individual behaviour plan, in consultation with parents
6. The principal requests a meeting with parents if there has been no improvement in behaviour
7. Meeting with BOM and parents
8. Suspension if there is no improvement following the meeting with the principal (Rule 130(5) for Primary Schools)

** Please be advised that some steps may be bypassed at the discretion on the Principal depending on the seriousness of the misdemeanour (s) that may have occurred.

Gross Misdemeanours-Please See our Behaviours of Concern Policy

- Serious, deliberate vandalism of school buildings or property
- Serious physical assault of a Staff member or any member of the school community
- Carrying, or having used, drugs, alcohol, cigarettes or any dangerous/banned substances
- Carrying anything deemed to be a weapon – blade, penknife etc.
- Continuous serious misdemeanours

Sanctions for Gross Misdemeanours

- Chairperson/Principal to sanction immediate suspension pending discussion with parents / guardian.
- Expulsion will be considered if deemed necessary by Chairperson / Principal

Note

In all cases above – misdemeanours and sanctions – the lists should not be seen as exclusive. The Board retains the right to include other behaviours which may not be listed but which may, nonetheless, be contrary to the behaviour expected in the school. Equally other sanctions, not listed here, may be used, particularly at the suggestion of parents.

Suspension/ Expulsion

Suspension

The decision to suspend a pupil requires serious grounds such as

- The pupil has engaged in repeated instances of minor misbehaviour and there has been no improvement.
- The pupil's behaviour has had a serious detrimental effect on the education of other students.
- The pupil's continued presence in the school at this time constitutes a threat to safety.
- The pupil is responsible for serious damage to property.

A single incident of serious misbehaviour may be grounds for suspension. Serious misbehaviour is defined as any behaviour or acts that would endanger the health and safety of others in the school and/or are in violation of the law.

Suspension allows staff and the pupil time to reflect and gives the staff an opportunity to plan ways to help the pupil change unacceptable behaviour. Students will not be suspended for longer than three days, unless more time is needed to fulfil a particular objective to assist the student.

Suspension is defined as follows: 'requiring the student to absent himself/herself from the school for a specified, limited period of school days'. (*Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare*)

Board Authority to Suspend

The Board of Management of Kilbriain N.S. has formally and in writing delegated the authority to impose an Immediate Suspension to the Principal Teacher, in consultation with the Chairperson. An Immediate Suspension may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore, the Board of Management has formally and in writing delegated to the Principal Teacher the authority to impose an Automatic Suspension for named behaviours detailed in this policy. An Automatic Suspension may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board the suspension may be for a longer period but in any event will not exceed 5 school days.

The Board retains its authority to suspend a student in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An Immediate Suspension will be deemed to be necessary where, after a preliminary investigation, the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and well-being of pupils or staff of the school.

An Automatic Suspension is a suspension imposed for named behaviours. The Board of Management of Kilbrittain N.S, having given due consideration to its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur Automatic Suspension as a sanction:

- Physical assault/violence resulting in bodily harm to a pupil or member of staff/coaches/visitors to school
- Acts of violence resulting in serious damage to school property

Parent(s)/Guardian(s) will be informed of an Immediate or Automatic Suspension by telephone, and arrangements will be made with them for the pupil to be collected. In no circumstance will a student be sent home from school prior to his/her parent(s)/guardian(s) being notified. Formal written notification of the suspension will issue in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- The duration 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 pupil and the parent(s)/guardian(s).
- Any further consequences/sanctions

The Board of Management acknowledges that the decision to impose either an Immediate or Automatic Suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation, to be completed no later than 2 school days after the incident, the Board will invite the pupil and his/her parent(s)/guardian(s) to a meeting to discuss:

- The circumstances surrounding the suspension
- Interventions to prevent a reoccurrence of such misconduct.
- Consequences of the action which lead to the suspension

The Board of Management of Kilbriain N.S. acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given:

No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in Respect of Other Suspensions

In cases other than those of Immediate or Automatic Suspension the following procedures will apply:

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management will initiate a formal investigation of the matter. The following procedures will be observed:

A written letter containing the following information will issue to parent(s)/guardian(s) containing:

- Details of the alleged misbehaviour
- Details of the impending investigation process
- Notification that the allegation could result in suspension.
- An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond before a decision is made or a sanction imposed.
- Consequences and sanctions

We acknowledge the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parent(s)/guardian(s) and the pupil of the decision. The letter will confirm:

- The duration 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 pupil and the parent(s)/guardian(s)
- The provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

Expulsion

In extreme cases and when all possible avenues of discussion, negotiation and mediation open to us have been exhausted, as a last resort it may be deemed necessary for the Board of Management to expel a pupil from the school in accordance with Section 23 of the Educational Welfare Act, 2000.

Prior to this, the school will have taken significant steps to address the misbehaviour, such as

- Meeting with parents and the student to try to find ways to help the student change his/her behaviour.
- Ensure the student understands the consequences of their behaviour, if it persists.
- Ensuring all other possible options have been tried.
- Seek the assistance of support agencies, such as the N.E.P.S, H.S.E. Community Services, Student and Adolescent Mental Health Services, National Behavioural Support Services and National Council for Special Education, if appropriate

The decision to expel a student requires serious grounds such as

- The student's behaviour has had a serious 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.

While these are similar to the grounds for suspension, factors such as persistence and seriousness of the behaviour as well as a belief the school has exhausted all possibilities for changing the student's behaviour will influence the decision of the Board to expel a student.

Definition of Expulsion:

'A student is expelled from a school when a Board of Management makes a decision to permanently exclude him/her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.' (*Developing A Code of Behaviour: Guidelines for Schools, National Educational Welfare Board*)

Authority to Expel

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

- a) A detailed investigation will be carried out under the direction of the Principal (or a Nominee of the Board if required) As part of the investigation a written letter containing the following information will issue to parent(s)/guardian(s):
 - details of the alleged misbehaviour
 - details of the impending investigation process
 - notification that the allegation could result in expulsion
 - An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parent(s)/guardian(s) are provided with an opportunity to respond

 - b) The Principal (or BoM nominee) will make a recommendation to the Board of Management Where the Principal (or nominee) forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal (or nominee) makes a recommendation to the Board of Management to consider expulsion. In this event the Principal (or nominee) will:
 - inform the parent(s)/guardian(s) that the Board of Management is being asked to consider expulsion
 - ensure that parent(s)/guardians have records of:
 - the allegations against the student
 - the investigation
 - written notice of the grounds on which the Board of Management is being asked to consider expulsion
 - provide the Board of Management with the same comprehensive records as are given to parent(s)/guardian(s)

 - c) If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled.
The parent(s)/guardian(s) will be notified in writing
 - as to the date, location and time of the hearing
 - of their right to make a written and oral submission to the Board of Management
 - that they may if they so choose be accompanied at the hearing
 - The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing.
- In respect of the expulsion hearing the Board gives an undertaking that:
- the meeting will be properly conducted in accordance with Board procedures

- the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
 - each party will be given the opportunity to directly question the evidence of the other party
 - the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose
- d) Board of Management Deliberations & Actions: Following the hearing where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board
- Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion
 - Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
 - Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
 - Will be represented at the consultation to be organized by the Educational Welfare Officer
 - Will suspend the student, if it is deemed likely 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 pupils or staff
- e) 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. Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provided with information on the submission of such an appeal.

The Board of Management Kilbriain N.S. acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

- No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision-making process.
- The person(s) involved in the investigation process will on presentation of a full report of the facts absent himself/herself/themselves from the decision-making process.

Appealing Suspension/Expulsion

Parents have the right to appeal under Section 29 of the Education Act, 1998, a decision to expel or a decision to suspend where cumulative suspensions reach or exceed 20 days in any school year. The full details of the procedures to be followed can be found in the Guidelines for Developing a Code of Behaviour, section 11 p 70 - 78 http://www.newb.ie/codes_of_behaviour_guidelines/download_guidelines.asp

Record-keeping

A standardised record sheet will be used to track an individual pupil's behaviour, when teachers feel that a child is moving from regular minor misdemeanours to regular serious misdemeanours. Such records will contain:

- Incidents of misbehaviour
- interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
- Evidence of improved behaviour
- Any sanctions imposed, and the reasons they were imposed
- Pupils and parents will be told when a record is being made about behaviour, and the reasons for keeping a record will be explained.

Teachers may also keep records on children to monitor behaviour. When a child is sent to the Principal for a serious misdemeanour she will record any accounts of the misdemeanour, from the pupil and from others who may be involved.

Communication with Parents

When it comes to behaviour, parents/guardians will be involved at an early stage, rather than as a last resort. Communication will be verbal or written, depending on the circumstances. The staff is willing to meet parents at any mutually agreeable time to discuss any concerns. One aim of the code of behaviour is to provide a clear, consistent method of communication between home and school to inform the parents about their children's behaviour in school.

In situations where there is evidence of serious ongoing emotional and behavioural difficulties, teachers will work with parents/guardians to have their student referred for assessment by the relevant services.

Evaluation

The success of this Code of Behaviour Policy will be measured through:

- Maintaining or improving the current good behaviour levels in the school
- Fostering happy, confident, well-adjusted children
- Positive feedback from teachers and parents and others involved with the pupils in the school

Implementation/Ratification and Review

The Code of Behaviour has been drawn up by the in school management team in consultation with the teaching staff. It has been presented to representatives of the Parents Association for consultation and input. Following this consultation process it is being presented to the Board of Management. If ratified, it will become school policy thereafter and will be published on the school website. It will be also be flagged to parents of new entrants at an induction day to take place before the end of the current school year.

The school principal and staff will be responsible for the implementation and evaluation of the policy. Any feedback received will be recorded and any problems that arise will be taken into account for the purposes of evaluation and review.

Ratification of policy for Kilbriain N.S.

Chairperson

Date

Principal

Date

References: Developing Codes of Behaviour – Guidelines for Schools (NEWB)

