
ST KILIAN'S COMMUNITY SCHOOL

CODE OF BEHAVIOUR

(ADOPTED BY THE BOARD OF MANAGEMENT 23 JUNE 2014)

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PREAMBLE

The school has been established in accordance with the Deed of Trust for Community Schools, with the object of providing a comprehensive system of post-primary education open to all the children of the community.

It aims to combine instruction in academic and practical subjects, and on-going education for persons living at or near St. Kilian's Community School in Co. Wicklow, for the purpose of contributing towards the spiritual, moral, mental and physical well-being and development of the local community.

The school's Mission Statement says:

St. Kilian's Community School works to ensure that each and every pupil is enabled to learn to the best of his/her ability and to mature with confidence and dignity.

The school endeavours to achieve this mission in all its activities.

1 CORE PROFESSIONAL PURPOSE AND ORGANISATIONAL PRINCIPLES

The school's CPP and OPs were agreed in consultation with parents, staff and management.

The Core Professional Purpose (CPP) for St Kilian's Community School is:

“Learning for Excellence, for Life, for All.”

The school's Organisational Principles (OPs) are as follows:

To ensure the **best possible education** for our students, St. Kilian's C.S. believes that everyone

- has **rights** with **responsibilities**
- must be treated **fairly** and **equally**
- should be **supported** to be the **best** they can be
- should get **value** for the **time** they spend
- must be shown **respect**
- should feel **welcome** and have **fun**
- must be able to **access** high quality **facilities**

2 INTRODUCTION

At St. Kilian's we believe that a **good relationship between teachers and students is vital for teaching and learning.**

An **orderly atmosphere** is required to create an **active learning environment** in which **students are encouraged to learn, achieve and become responsible young adults.**

This code of behaviour applies to students at the following times:

- During school time, including before and after class and at break-times
- When wearing the school uniform
- Travelling to and from school
- On school trips, tours or exchanges
- While involved in or supporting school teams or activities

The Code of Behaviour is read in conjunction with all existing school policies. It was formulated in accordance with the requirements of the Education Act 1998 and the Education (Welfare) Act 2000, EPSEN Act, Child Protection Guidelines, NEWB Guidelines, DES Bullying Guidelines and is, in general, cognisant of the Department of Education and Skills guidelines towards a positive policy for school behaviour and discipline. This policy was drawn up in consultation with all the school partners, including Board of Management, Staff, Parents and Students.

3 AIMS OF POLICY

1. To create a safe, secure learning environment for all students by promoting a sense of mutual respect among all members of the school community.
2. To have effective procedures in place which will allow for the day to day running of the school and which meet the demands of current legislation.
3. To allow students, parents, staff and management to be involved with and understand the code of behaviour
4. To allow the school's expectations around behaviour to be accessible to, and takes account of, the different ways in which young people learn.
5. To promote, acknowledge and reward good behaviour and self-discipline.
6. To provide information on the strategies and procedures employed by the school to promote positive behaviour.
7. To outline the agreed strategies to be used to prevent poor behaviour and the fair sanctions that will be used in response to negative behaviour.

4 ROLES AND RESPONSIBILITIES

It is everyone's responsibility to model and promote good behaviour, to lessen occurrences of poor behaviour and to support the school's Code of Behaviour.

1. STUDENTS

Students are expected to demonstrate positive behaviour at all times by:

- Upholding the Code of Behaviour and all school rules and policies.
- Remembering that while wearing the school uniform, a student is a representative of the school and that his/her behaviour should reflect this.
- Co-operating with and participating in teaching and learning.
- Being responsible for their own behaviour
- Showing respect for themselves and others.

Students can do this by:

- Being on time
- Wearing full uniform
- Having and using journal correctly
- Having classroom materials
- Completing homework
- Participating fully in classwork
- Following instructions of all staff members

Students have the opportunity to make positive contributions to school decisions via the Student Council and through appropriate consultation in school planning.

2. PARENTS/ GUARDIANS

Parents/Guardians are the primary significant adults in young people's lives.

By signing the school's Code of Behaviour, parents/guardians agree to comply with it.

Parents'/Guardians' responsibilities which will encourage positive student behaviour include:

- Reading the Code of Behaviour with their sons/daughters and helping them to understand it.
- Signing the Code of Behaviour with their sons/daughters at the start of each school year
- Teaching and supporting positive behaviour and explaining the consequences of unacceptable behaviour.
- Providing their sons/daughters with school uniform, books and materials, as required.
- Encouraging and supporting their sons'/daughters' classwork, homework and use of the Student Journal.
- Supporting a positive, trusting partnership between home and school.
- Sharing relevant family/student information with the school.
- Attending Parent Teacher Meetings, and being available to meet with school personnel in relation to their sons/daughters.
- Engaging actively with both the school and wider community

Parents are encouraged to provide feedback and actively contribute to the school community by joining the school's Parents' Association.

3. MANAGEMENT, TEACHERS and other STAFF MEMBERS

Board of Management

The Board is responsible for the government and direction of the School.

The Board must ensure that a Code of Behaviour is developed, after consultation with all partners, and is formally adopted at a meeting of the Board.

The Code supports the Board as it provides a comprehensive and inclusive system of education and supports the well-being and development of the students.

The Board of Management is the body to which suspensions and expulsions may be appealed by parents/guardians or students over eighteen years old.

Principal

The Principal is responsible for:

- Day-to-day implementation of the Code of Behaviour, subject to the authority of the Board of Management.
- Ensuring fairness and natural justice apply in the Code's implementation.
- Working with teachers, students and parents/guardians to promote positive behaviour.
- Supporting those with defined roles in the Code to carry out those roles effectively.
- Keeping the school community informed of developments in ideas and practice which support positive behaviour.
- Equipping the school with appropriate materials and resources.
- Ensuring that comprehensive school records are maintained.
- Establishing and maintaining links with external agencies that can support the school in promoting positive behaviour.
- Acting, with the Deputy Principal, as a Relevant Teacher in the investigation and resolution of instances of Bullying.
- Informing the Board of Management of matters relating to behaviour.
- Ensuring that the Code of Behaviour is regularly reviewed, under the direction of the Board.

Deputy Principal

- The Deputy Principal supports the Principal and shares responsibility with him/her in implementing the Code of Behaviour.

Year Heads

Year Heads are responsible for:

- Implementing the Code of Behaviour, under the guidance of the Principal and in cooperation with the Deputy Principal.
- Providing support and encouragement to students, both as a group and on a one-to-one basis, to promote positive behaviour.
- Responding to information communicated by Subject Teachers.
- Leading agreed positive behaviour initiatives e.g. Traffic Light System.
- Maintaining files for each student in their year group. These files to include records of meetings in relation to the students.
- Liaising with Subject Teachers and Class Tutors, and responding to referrals in relation to matters of behaviour.
- Acting as a Relevant Teacher in investigating and resolving instances of Bullying involving students in their Year Group.
- Communicating with parents/guardians in relation to behaviour issues and holding meetings in relation to same.
- Communicating with the Principal and Deputy Principal about the behaviour of the students in their Year Groups.

Class Tutors

Class tutors assist the Year Heads in:

- Monitoring attendance, uniform and Student Journals
- Implementing agreed positive behaviour initiatives e.g. Traffic Light System
- Encouraging positive behaviour among students in their classes
- Developing supportive relationships with students which allow issues to be discussed and addressed.

Teachers

The responsibilities of teachers include:

- Maintaining an orderly and positive learning environment in classrooms.
- Being on time for classes and other duties to ensure good order is maintained.
- Maintaining good order on corridors, on the school grounds and while accompanying students on out-of-school activities.
- Promoting positive behaviour and engaging with initiatives/interventions aimed at encouraging positive behaviour.
- Developing supportive relationships with students which allow issues to be discussed and addressed.

- Prompt reporting of incidents/concerns according to procedures outlined in the Code.
- Working with the Behaviour for Learning Teacher, sharing information and implementing agreed behaviour management strategies
- Keeping good records, including classroom and school support plans according to NEPS model of service.

Behaviour for Learning Teacher

The Behaviour for Learning Teacher's responsibilities include:

- Working with school management to develop and implement a 'Behaviour for Learning Programme', specifically targeted at students in need of intensive individualised intervention.
- Collecting and analysing student achievement, behavioural and attendance data with a view to identifying students who would benefit from having an individualised Student Behaviour Plan.
- Developing, monitoring and evaluating the Student Behaviour Plans.
- Teaching positive behaviour programmes to targeted individuals or groups of students.
- Leading the development and implementation of strategies that support and develop behaviours for learning.
- Liaising with teachers to support the classroom implementation of aspects of the Behaviour for Learning Programme.
- Working with the HSCL teacher to improve the engagement of families in educational and behaviour-related issues.
- Maintaining files and records, and writing reports as per NBSS guidelines and with regard to the school's protocols.

Non-Teaching Staff

All employees of the school must show a commitment to the school's Code of Behaviour. As with other staff members, non-teaching staff members report incidences of both unacceptable and positive behaviour they encounter.

5 PROMOTION OF POSITIVE BEHAVIOUR

The school is committed to **promoting** good behaviour.

Some of the ways this is done include:

- Explaining, teaching and modelling good behaviour
- Outlining good behaviour at student induction
- The *Traffic Light System*
- Visual displays throughout the school
- Visual and written displays in journal
- Positive behaviour programmes for the school community
- Involvement of students and parents/guardians in the development of programmes and displays
- Differentiating curriculum according to students' needs and abilities
- Interventions led by the Behaviour for Learning Teacher, including individual, small group and whole-school supports
- Individualised Student Behaviour Plans for students, where necessary.

Some of the ways good behaviour is **rewarded** include:

- Positive comments by Principal, Deputy Principal, Year Heads, Tutors and Subject teachers
 - Rewards through the Traffic Light System
 - Positive notes home to parents/guardians in the Student Journal
 - Recognition on the Public Address System
 - Reward Ceremonies
 - Recognition at Assemblies
 - Reports in local media and on the school website
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- *Acknowledgement of positive behaviour can be specific to an individual student, or can involve an entire class or group.*
 - *Where a class or group is being rewarded, individual students who have not met the standards expected may be excluded.*

6 DEALING WITH INAPPROPRIATE BEHAVIOUR

Some of the strategies that may be used in dealing with inappropriate behaviour include:

- Naming the inappropriate behaviour to the student
- A simple reprimand
- A series of verbal warnings
- Changing a student's location in the classroom
- Temporary withdrawal from classroom under supervision
- Extra schoolwork / written assignments
- Discussing their behaviour with a student after class
- Record of misbehaviour and/or sanction, if applied, in Student Journal
- Detentions**
- Direct referral to Principal/Deputy Principal*
- Making an informal verbal report to Year Head
- Making a formal written report to Year Head
- Year Head speaks to student
- Year Head adjusts student's status on the Traffic Light System
- Student is put 'On Report' by Year Head
- Year Head contacts Parents/Guardians
- Year Head meets Parents/Guardians with/without Subject Teacher
- Referral to the Behaviour for Learning Teacher
- Referral to Care Team/Student supports (e.g. SCP, NBSS)
- Year Head refers situation to Deputy Principal/Principal
- Deputy Principal/Principal meets with Student
- Deputy Principal/Principal meets with Parents/Guardians
- Student suspension
- Reintegration after suspension
- Referral to Board of Management
- Suspension by Board of Management
- Permanent exclusion

* In the case of an emergency or in dangerous situations.

** Detentions:

- Subject teachers may give detentions at break times or after school
- School Detention may take place after normal school hours.
- Students are assigned appropriate schoolwork for detention
- Students may be assigned school community tasks such as picking up litter, cleaning graffiti off desks etc.
- A day's notice is normal for after-school detentions.

7 PROCEDURES FOR SUSPENSION AND EXPULSION

SUSPENSION

The Board of Management has the authority to suspend a student. The Board has delegated this authority to the Principal of the school.

Prior to suspension, other interventions are normally tried. However, a single incident of serious misconduct may be grounds for suspension.

Suspensions cannot be open-ended.

The Principal, before imposing a suspension considers:

- The nature and seriousness of the behaviour;
- The context of the behaviour;
- The impact of the behaviour;
- The interventions tried to date;
- Whether or not a suspension is a proportionate response to the behaviour;
- The possible impact of the suspension.

The grounds for suspension must be serious, such as:

- The student having a serious detrimental effect on the education of others;
- The student's presence in the school posing a threat to health and safety;
- The student being responsible for serious damage to property.

(A) Immediate Suspension

The Principal may consider that an immediate suspension is warranted for the safety of the student, other students, staff or others.

- This suspension takes place after a preliminary investigation has taken place to establish the grounds for the suspension.
- The formal investigation of the circumstances takes place after the suspension has begun.
- Parents/Guardians are contacted to make arrangements for the student to be collected / return home.
- The suspension is later confirmed to parents/guardians in writing.

(B) Other Suspensions

A preliminary investigation may confirm that a student's behaviour may warrant suspension. The Principal decides that the student may stay at school pending the outcome of a formal investigation.

- The student and parents/guardians are informed of the school's concerns/complaint.
- The parents/guardians and students are given an opportunity to respond.
- The student and parents/guardians are given details of how the situation will be formally investigated and are informed that the investigation may result in a suspension.
- After the formal investigation, if the Principal is satisfied that a suspension should be imposed, the parents/guardians will be informed in writing.

Lengths of Suspensions and Appeals

- Suspensions do not normally exceed three days.
- If the Principal proposes a suspension exceeding three days, the matter is normally referred to the Board of Management.
- The Board may authorise the Principal to impose suspensions of up to five days, on consultation with the Chairperson, if a timely meeting of the Board cannot be convened. (*Re-ratified at the first meeting of the Board of Management, 2018-2019*).
- The Board normally does not impose individual suspensions exceeding ten days.
- If the Board imposes a suspension which causes a student's total suspensions in one school year to exceed twenty days, this suspension may be appealed under Section 29 of the Education Act (1998).
- Parents/Guardians, or a student aged over eighteen years, when notified of a suspension that causes the student's suspensions to exceed twenty days in one school year, should also be informed of their right to appeal and given information about the appeals mechanism.

Written Notification

Parents/Guardians are informed of suspensions imposed in writing with details of:

- The duration of the suspension, with starting and finishing dates;
- The reason for the suspension;
- Details of schoolwork to be completed during the suspension, if any;
- Details of supports, if any, which the school will organise for the student and his/her family during the suspension;
- Arrangements for the student to return to school;
- Targets/requirements for the student on his/her return;
- Information around the right to appeal the suspension.

Re-integration of the Student

- On his/her return from suspension, the student and a parent/guardian meet with the Deputy Principal/Principal.
- The suspension is reviewed and previously agreed targets/requirements discussed.
- Schoolwork, that the student has completed while on suspension, is presented.
- The student returns to class in the expectation that there will be no further problems with his/her behaviour.

Reports

- The Principal reports all suspensions to the Board of Management, with reasons for and the duration of each suspension.
- All suspensions are reported to the NEWB.

EXPULSION

The Board of Management of St Kilian's Community School has the authority to expel a student.

Grounds for Expulsion

Expulsion is considered by the Board, only in extreme cases of misbehaviour. Prior to the Board considering expulsion, the school would normally have undertaken significant steps, including:

- Explanation of the school's Code of Behaviour to ensure that the student understands the consequences of his/her behaviour.
- Meeting with the student and his/her parents/guardians to explore ways of helping him/her to change his/her behaviour.
- Offering in-school supports such as the Behaviour for Learning Teacher, the Home School and Community Liaison Teacher and the School Completion Programme.
- Seeking the support of external agencies such as the National Educational Psychological Services (NEPS) and the Child and Adolescent Mental Health Services (CAMHS).

A proposal to expel 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. They differ by:

- The degree of seriousness of the behaviour;
- The persistence of the behaviour;
- The lack of success of interventions aimed at changing the behaviour;
- The exhaustion of strategies/interventions which may change the student's behaviour.

The Board of Management, before deciding on a proposal to expel considers:

- The nature and seriousness of the behaviour;
- The context of the behaviour;
- The impact of the behaviour;
- The interventions tried to date;
- Whether or not a suspension is a proportionate response to the behaviour;
- The possible impact of the expulsion.

Expulsion for a First Offence

In certain circumstances, the Board may decide to expel a student for a first offence. The kinds of behaviour which might result in a proposal to expel a student may include:

- 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.

Procedures in respect of Expulsion

Where a preliminary investigation confirms serious misbehaviour by a student that could warrant an expulsion, the procedural steps followed 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. The Board's consideration of the Principal's report, and the holding of a Hearing.
4. Board deliberations and actions following the Hearing.
5. Consultations arranged by the Educational Welfare Officer.
6. Confirmation of the decision to expel.

1. A detailed investigation carried out under the direction of the Principal.

- The student and his/her parents/guardians are given details of the alleged misbehaviour and told of the possibility of expulsion. They are also told about how the investigation will proceed.
- The student and his/her parents/guardians are given opportunities to respond to the reported misbehaviour. Meetings may be held to allow this to happen and for thorough discussions to take place.

2. A recommendation to the Board of Management by the Principal.

Having carried out the detailed investigation, if the Principal forms the opinion that a student's behaviour warrants expulsion, he/she will:

- Inform the parents/guardians and the student that the Board is being asked to consider expulsion.
- Ensure that parents/guardians have records of: the allegations against the student; the investigation; written notice of the grounds on which the Board is being asked to consider expulsion.
- Provide the Board with the same comprehensive records as given to the parents/guardians.
- Notify the parents/guardians, with sufficient notice, of the date and time for the hearing with the Board of Management.
- Advise the parents/guardians that they can make a written and oral submission to the Board.

3. The Board's consideration of the Principal's report, and the holding of a Hearing.

- The Board satisfies itself that the investigation was carried out fairly and properly.
- The Board reviews the documentation.
- Board members who may have an involvement in the case do not participate in discussions/decisions.
- The Principal and parents/guardians, or a student aged eighteen years or over, each put their cases to the Board at the Hearing.
- Each party may question the other's reports.
- The parents/guardians may make a case for lessening the sanction.
- The Board acts impartially at all times.
- Parents/guardians may wish to be accompanied, and the Board will be open to facilitating this, by prior arrangement with the Secretary to the Board.

- The parents/guardians, student, any accompany persons and the Principal leave the meeting prior to the Board's deliberations.

4. Board deliberations and actions following the Hearing.

- The Board decides whether or not the Principal's allegation is substantiated and if expulsion is the appropriate sanction.
- If the Board forms the opinion that the student should be expelled, through the Secretary, it informs the National Educational Welfare Board (NEWB) of this opinion.
- The Board also informs the parents/guardians of its conclusions.
- If expulsion is proposed, the Board will inform the parents that the NEWB has been informed and will outline the next steps in the process.
- Pending consultations to be held by the NEWB, the Board may decide to suspend the student involved, if there is a risk of disruption of the learning of others or a threat to the health and safety of members of the school community.
- In the event of the student being suspended in this way, the Principal will arrange for him/her to be supported by the school, as per other suspensions.

5. Consultations arranged by the Educational Welfare Officer.

Within twenty school days of receipt of a notification from the Board of its opinion that a student should be expelled, the NEWB must:

- Make all reasonable efforts to consult with the student, parents/guardians and Principal and anyone else who may be of assistance.
- Convene a meeting of all concerned, if possible.
- These consultations are to explore the possibility of avoiding expulsion. They provide a forum for new information to be presented.
- The meetings may also be used to discuss career plans and alternative educational pathways for the student involved.

6. Confirmation of the decision to expel.

- Twenty school days after the NEWB was first informed of the Board’s opinion, if the Board of Management remains of the view that the student should be expelled, this decision should be formally confirmed.
- The Board may delegate this decision to the Chairperson and Principal, according to the Board’s meetings schedule.
- Parents/Guardians are informed of the decision, in writing, without delay and are supplied with the standard form on which to lodge an appeal
- If the NEWB’s consultation process has presented new information or a possible resolution, the Chairperson may decide to convene a Board meeting to consider same.

Appeal of a decision to Expel

- A parent/guardian, or student aged eighteen years or over, may appeal a decision to expel to the Secretary General of the Department of Education and Skills, under Section 29 of the Education Act (1998).
- The NEWB may also bring an appeal on behalf of a student.

Note 1: Where a suspension or expulsion is imposed, this is a private matter between the school, the student involved and his/her parents.

The Board of Management of St Kilian’s Community School is committed to the regular review of the use of suspension and expulsion in the school.

This policy was re-ratified by the Board of Management on October 20th 2022.
