COLÁISTE IASCAIGH

Code of Behaviour

Chairperson of Board of Management .....

Principal .....

Date.....29th Sept 2026

Review Date .....Sept '27

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1. Ethos Statement

Mayo, Sligo, Leitrim ETB (MSLETB) is a community of learners with an historic and unique tradition as a provider of education and training. In responding to the needs of the community it delivers the highest standards of teaching and learning.

Mayo, Sligo, Leitrim ETB (MSLETB) schools and centres of Education are democratic, co-educational and multi-denominational in character where policies, practices and attitudes are underpinned by the core values of Respect, Equity and Fairness. Respect/Care/ Equality/ Excellence in Education/ Community

2. Mission Statement

Coláiste Iascaigh, in conjunction with its education partners, is committed to providing an environment where each student is cherished equally and is nurtured to a personal, intellectual, and moral maturity.

This policy has been drawn up in conjunction with the staff, Board of Management, the Parents Association, and students of Coláiste Iascaigh.

3. Rationale for the Code of Behaviour

Coláiste Iascaigh is committed to facilitating each student in reaching their full potential, providing a comprehensive and fulfilling education. A fair, impartial, equitable, transparent and workable Code of Positive Behaviour is required to provide the environment in which each student's needs can be nurtured. Within our school community we aim to promote good behaviour and a positive learning environment, encouraging all staff to model the values which we promote and encourage students to respect and have regard for all members of the school community. Students are responsible for ensuring that their actions do not interfere with fellow students' rights. This Code of Positive Behaviour is designed to assist each student to live up to this responsibility, however, sanctions and/or interventions will be implemented should indiscipline persist.

4. Aim of the Code of Behaviour

The Code of Positive Behaviour should assist in:

- Clarifying what is expected in terms of positive student behavior, promoting courteous behaviour.
- Providing a series of clearly defined steps explaining the sanctions and interventions for unacceptable behaviour.
- Creating a safe and positive environment, accepting all cultures, conducive to teaching and learning, enabling each student to achieve their full potential.
- Promoting responsible citizenship.
- Fostering positive and respectful relationships between all members of the school community.
- Acknowledging the responsibility that each individual has for their own safety and the safety of others.

The Code of Behaviour is formulated in accordance with The Education (Welfare) Act (2000) (23), which requires the Board of Management of the school to draw up and make available a Code of Behaviour to all its students and their respective parents/guardians. The Code has been drafted in accordance with the NEWB guidelines.

All members of the school community are expected to show a commitment to the school's Code of Behaviour. This policy applies to all students during the school day and on all school related activities.

5. Code of Behaviour in supporting a Positive School Culture

The fundamental aim of our Code Positive of Behaviour is to develop positive and caring relationships between students, teachers, parents and the wider community in an environment which nurtures teaching and learning. In doing so, Colaiste Iascaigh endeavors to create a safe, positive, and happy learning environment in which each student can develop and reach their true potential.

In pursuit of this the school:

- Acknowledges the rights of each member of the school community, ensuring effective functioning promoting the safety of all.
- Provides clarity for students about the school's high expectations for their behaviour.
- Is clearly committed to promoting equity.
- Takes particular care of 'at risk' students, using monitoring and early interventions when necessary
- Promotes positive partnership between home and school.
- Fostering a culture of mutual respect and interdependence between the school community and the wider community.
- Supports the role of other community agencies in supporting the educational and wellbeing needs of students.
- Supports students setting and achieving goals that will guide them in moving towards mature and positive behaviour.

6. Rights and Responsibilities in supporting a positive school culture.

Each member of the school community has rights and responsibilities in supporting a positive school culture.

These include:

- Every person in our school has the **right** to be happy and to be treated with understanding and fairness.

- Every person has the **responsibility** to treat others fairly and with understanding

- Every person has the **right** to be treated with respect and politeness.

- Every person has the **responsibility** to treat others respectfully and politely, respecting others.

- We have the **right** to be safe.

- We have the **responsibility** to make the school safe by not threatening, hitting or hurting anyone in any way.

- We have the **right** to obtain maximum benefit from all lessons and classes.

- We have the **responsibility** to co-operate with teachers and other students to make sure that lessons proceed and that we keep up to date with the required work. We will not behave to interfere with other students' right to learn. We also have the responsibility to be punctual, to attend school regularly and to take part in activities that will be of benefit to us.

- Every person in the school has the **responsibility** to respect their environment by cleaning up after themselves and use the bins provided to dispose of litter.

7. Restorative Practice

In supporting a school culture which focuses on mutual respect our initial response and intervention to dealing with challenging behaviour is Restorative Practice. Implementing restorative practices throughout the school:

- develops good relationships,
- prevents the escalation of conflict and
- enables the school to deal creatively with any incidents of behaviours of concern.

The Restorative Practice approach is about early intervention and prevention work which strengthens relationships and provides people with skills for the constructive resolution of conflict and a better understanding of how to avoid conflict in the future. It is a whole school approach, which will support any situation where negative behaviour occurs, and in the long term should help reduce the incidents of challenging behaviour.

Restorative practice gives the opportunity for an individual:

- To tell their side of the story and feel heard.
- To understand better how the situation happened.
- To understand how it can be avoided another time.
- To feel understood by the others involved.
- To find a way to move on and feel better about themselves.

This supports positive behaviour because it:

- Creates an ethos of respect, inclusion, accountability and taking responsibility.
- Creates a commitment to relationships, fairness, and impartiality.
- Encourages collaboration, empowerment, and emotional articulacy.

This supports restoring / repairing relationships which encourages all people to listen to each other's views, enabling all member to be accountable for their actions.
Restorative Practice involves:

- Using restorative language when dealing with issues daily.
- Encouraging student to openly talk about feelings, actions, consequences and moving forward,

- Checking in with students.
- Restorative conversations between students and teachers / prompts when dealing with negative behaviour.
- Tutors/ Year Heads/ Senior Management facilitating a restorative based approach meeting with students.

For Restorative Practice to work there must be:
Clear Expectations – each member must know what is expected by them.
Full Engagement – all members must actively listen to each other.
Clear Explanations – deciding on how to reach a resolution.

If there is not full engagement or a student is unwilling to engage in restorative practice, then the matters will be dealt with in accordance with sanctions mentioned.

8. Rules and Regulations

Introduction

The purpose of the following rules is to establish clearly for students, their parents/guardians, and their teachers, the areas of responsibility and the standards of behaviour expected in Coláiste Iascaigh. The school envisages that all these elements combined will create effective co-operation between students, staff, and parents. This effective co-operation in turn will:

- Ensure the safety of students and staff.
- Support a positive school culture.
- Ensure the rights of all school community members are protected.
- Create an environment conducive to learning.
- Promote and develop positive and responsible student behaviour.

General School Rules:
Students should:

- Be punctual for school and all classes, where a student will be late to school a late note must be submitted by a Parent / Guardian on Tyro. Repeated lateness is disruptive to teaching and learning and will be referred.

- Respect all school staff / visitors in the school and when on school events / activities.
- Respect all students, bullying in any form will merit serious sanctions.
- Respect all school property. This includes damage to property, littering and graffiti. Any damage caused in this manner will have to be replaced/repaired at the student's expense
- Behave safely both inside and outside school buildings and within the school grounds and on all school activities.
- Go to their lockers in the morning, during break and lunch and at the end of the school day, students are not allowed at their lockers in between classes.

- Ensure to adhere to safety within the school, keeping to the left of the corridor when moving between classes, queuing in an orderly fashion in the snack and lunch queue.
- Follow the classroom rules as set out by teachers.
- Wait outside a classroom quietly, until a teacher advises the students to enter the room. Students should not be in a practical room when a teacher is not present.
- Observe the special safety regulations as set out by teachers in charge of laboratories and workshops in practical classes.
- Push in chairs at the end of class and leave the desk/ work area in a clean manner. Students must put chairs on the table at the end of the school day.
- Not be wearing excessive make-up, students will be asked to remove it.
- Refrain from eating chewing gum, which is forbidden. Fizzy drinks / Energy drinks are not permitted on school grounds.
- Not Smoke / Vape on school grounds or on all school-based activities.
- Understand that Alcohol and substance abuse are forbidden on the school grounds / on all school-based activities.
- Not use aerosols is not allowed on school grounds / school-based activities.
- Follow teachers' guidance and instruction in classes, on the school grounds, outside school buildings and on school-based activities / events.
- Always remain on school grounds, only students with permission to go home for lunch have consent to do so. A signed consent form must be given to the Deputy Principal each year.
- If a student is leaving school early a permission to leave note must be submitted on the Tyro, which must be approved before a student can sign out. Students are not permitted to leave school grounds without school consent. If a note has not been approved on Tyro, the student must go to their Year Head / Deputy Principal / Principal before leaving.
- Explained school absence / absence from school-based activity / work experience must be accompanied by a note on the Tyro. Where a medical certificate is available explaining a student's absence a copy should be provided to the school office.
- Not be out of class without permission, students must have their homework journal signed by the teacher who has given them permission to be out of class.
- Not use mobile / personal devices in school. Any use of such devices will result in them being confiscated. Please see mobile phone policy.

Classroom Rules

Students should:

- Arrive at their class on time with their school journal, homework, books, copies and equipment.
- Sit in their assigned seat / work in assigned group.
- Always have their school journal out on their desk.
- Complete all work to the best of their ability and actively participate in all class activities.
- Record all homework in their homework journal.
- Follow teachers' instructions.
- Raise their hand when asking / answering questions.
- Provide the class teacher with Report card where applicable.

School Books

Coláiste Iascaigh operates a book rental scheme.

Students should:

- Look after all schoolbooks for the duration of their time in school,
- Not write in the schoolbooks,
- Ensure that books are not left in the classroom (desks/windowsill) / hall, students' books must be stored in their locker and padlock always locked,
- Return books on completion of use, where books are not returned / defaced, students must replace the book.

School uniform:

Full school uniform which must be worn daily includes:

- Crested school jumper.
- White polo shirt.
- School trousers (grey boys, navy girls).
- School Skirt / navy / back tights/socks.
- Black leather shoes.
- Crested school jacket (which may be worn in the school building).
- The PE uniform may be worn on the day when a student is timetabled for PE.
- Suitable sports trainers must be worn for PE.
- Full school uniform must be worn on all school trips; failure to do so may result in a student being withdrawn from the trip.
- Earrings must be stud only,
- Facial jewelry must be stud only, eyebrow bars must be covered with plaster,
- Long acrylic / artificial nails which hinder student activities, especially in practical subjects/ fine motor skills are not permitted

In the event where a student is unable to wear their full school uniform a note explaining this must be submitted on Tyro for the attention of the student's Year Head. Failure to wear full school uniform can result in a student being sent home. In exceptional circumstances the school may provide the missing item of uniform if possible.

School Journal

The following guidelines apply to appropriate use of the school journal.

Students should:

- Have their journal with them every day in all classes. Their name should be on the front of their school journal.
- Fill in their full timetable inside the cover.
- Record all homework in the school journal. If students are not given written homework in class write down the topics covered in class for revision.
- Have their journal signed each week by their parent / guardian
- Mind their journal carefully, if lost, it mut be replaced by the student at an additional cost. A student may buy a new school journal from the Deputy Principal.
- Not deface their homework journal.
- Not to write in another student's journal.

9. Strategies for Promoting Positive Behaviour

Each teacher will encourage and promote positive behaviour by using the following strategies:

- Setting high, clear, consistent, and widely understood standards.
- Establish good school and class routines.
- Affirming good behaviour (See below).
- Complimenting good behaviour, initiative, courtesy, neat appearance, etc.
- Praising good work, kindness, help etc.
- Verbal praise to students who are showing progress.
- Positive written comments on Tyro.
- Agreeing on rewards with the students or class for better behaviour, e.g., a quiz, an outing, a discussion, lunchtime DVD or music, etc.
- Modelling the behaviour that is expected from the students.
- Positive everyday interactions between teachers and students.
- Helping students recognise and affirm good learning behaviour.
- Involving students in the preparation of the school and classroom rules.

School Affirmation of Positive Behaviour:

This is recognized and rewarded by:

- Displaying student work in the school.
- Promotion of student work on school websites and the school social media platforms and local newspapers.
- Communicating with parents via school management system - Tyro / Reporting/ Parent teacher meetings.
- Rewarding students throughout the school year / presenting students with awards at the annual awards ceremony.
- Providing extra-curricular events / activities at a subsidised cost to the students.

School Supports and Interventions to Support Positive Behaviour.

Coláiste Iascaigh employs a variety of formal and informal structures to support all members of the school community. These include Class Tutors, Year Heads, Guidance Counselor, Home School Liaison Officer, Mentor, Student Council, School Completion Worker, and Home Youth Liaison Service. The school endeavors to provide every student with all the possible support and assistance in taking ownership for their own behaviour. Student welfare is at the core of the school's culture, and this is reflected in our extensive pastoral care system. Combined, all members of the school community focus on creating a culture of positive behaviour.

10.Support Roles and Structures.

Subject Teachers have the responsibility for:

Providing a safe and structured learning environment, promoting positive behavior in their own classroom, and developing positive relationships with students and parents / guardians.

Plan lessons to actively engage all learners and engage initiatives and interventions in the classroom.

Record incidents of misbehavior and implement the Code of Positive Behaviour Policy.

Collaborating with Tutors, Year Heads, and senior management in the implementation of measures, promoting positive behavior in the school.

Class Tutors have the responsibility for:
Supporting the subject teacher.
Rewarding and encouraging good behaviour.
Meeting with students, supporting positive behaviour.
Collaborating with Teachers, Year Heads, and Senior Management in the implementation of measures, promoting positive behavior in the school.

Year Head has the responsibility for:
Overall year group, supporting class tutors and subject teachers with their efforts to promote / improve positive behaviour,
Supporting and encouraging students.
Communicating with parents / guardians.
Rewarding and encouraging good behaviour.
Applying the Code of Behaviour when a referral is received.

Pastoral Care team members (Principal, Deputy Principal, Guidance Counsellor, SEN Co-ordinator, HSCL, HYLS, SCP, Year Heads – as required) **have the responsibility for:**
Facilitating students transition from Primary to Post Primary or new students into year groups.
Meeting and discussing the needs of students weekly.
Supporting and caring for identified students.
Supporting teachers in providing a structured and positive learning environment.
Promoting positive behaviour in school.
Developing and maintaining positive relationships with all members of the school community.
Collaborating with all members of the school community, creating a culture of positive learning in the school.
Offering counselling and support. Providing assistance and support to students.

Deputy Principal has the responsibility for:
Day-to-day implementation of Code of Behaviour.
Promoting a culture of positive behaviour and relationships in the school.
Support staff in ongoing professional development in the area of positive behaviour management.
Ensuring comprehensive records are stored on student files.
Establishing and maintaining links with external agencies which support positive behaviour.
Supporting student wellbeing.
Ensuring the Code of Behaviour is accessible to all members of the school community.
Meet with Parent / Guardian regarding the implementation of the Code of Behaviour.
Coordinating Detention and detention letters and liaising with Year Heads

Principal has the responsibility for:
Day-to-day implementation of Code of Behaviour.
Promoting a culture of positive behaviour and relationships in the school.
Support staff in ongoing professional development in the area of positive behaviour management.
Overall responsibility for day-to-day management of the school.
Ensuring comprehensive records are stored on student files.

Establishing and maintaining links with external agencies which support positive behaviour. Inform the Board of Management and MSLETB where relevant matters relating to the implementation of the Code of Behaviour. Ensuring the code is regularly reviewed under the direction of the board. Supporting student wellbeing. Supporting NQT's through the Droichead process. Ensuring the Code of Behaviour is accessible to all members of the school community. Meet with Parent / Guardian regarding the implementation of the Code of Behaviour.
Board of Management have the responsibility for: Ensuring a Code of Behaviour is developed, implemented, evaluated, and approved. Receive reports from the Principal on the Code of Behaviour. Ensure that all school policies are implemented fairly.

11.Support and Interventions

Supports and Interventions for all	Supports and Interventions for some	Supports and Interventions for few
Induction and Transfer Programme	Meetings with students / parent / guardian	Behaviour Review Meeting
Teacher Support	Support plan	Pastoral Care Meeting
Tutor Support & Daily check in	Report card	HYLS & SCP support
Year Head Support	Detention	Suspension interventions
Information Nights for Parents	Pastoral Care Meetings	Suspension
Positive Behaviour recorded	Targeted 1:1 intervention	Meitheal
SPHE / RSE / Wellbeing classes	Suspension interventions	Expulsion & Appeal
Wellbeing initiatives		
Parent Teacher Meetings		
Mentors		
Positive relationships		
Guidance Classes		
Pastoral Care Team Meetings & Support		
School Trips & Tours		
Class bonding activities		
Extracurricular events		

Purpose of Behaviour Interventions

Behaviour interventions are established to support students in changing their behaviour by:

- Protecting the safety and wellbeing of all members of the school community.
- Helping students recognise the effect their actions / behaviours have on all members of school community.
- Helping students understand their choices and actions have consequences.

- Preventing disruption to teaching and learning.
- Helping students learn that their behaviour is unacceptable.
- Helping students to take responsibility for their behaviour.
- Reinforce the boundaries set out in the Code of Behaviour.

12. Schools discipline structure

Ladder of referral

Stage	Personnel involved	Types of Issues	Interventions / Sanctions
On two occasions where a student breaches class rules which disrupts teaching and learning	Classroom teacher	• **Regularly** missing equipment **impacting on Teaching and Learning** • Unexplained lateness to class interrupting Teaching and Learning • Not completing /engaging in assigned work /activity • Off task distracting/disrupting others • Leaving seat **without permission** /sitting in unassigned **seat impacting on teaching and learning** • Device not being used as instructed by teacher	**Incident 1:** • Teacher gives verbal warning and supports the student encouraging them to return to task as directed. **Incident 2:** • 2nd Verbal warning. • Penalty sheets. • Record incident on school management system. • Removal of class privileges. • A note may be sent on the Tyro advising parent/guardian check student behaviour on Tyro. • • Moving students seating position. • Restorative conversation with the student at end of class. •
On the third negative incident, and **despite the application of the above interventions**, the **class teacher** completes a **Referral Form** and submits it to the **Year Head**. This referral is then reviewed by the Year Head. Additionally a student may receive a behaviour referral if they have a cumulative total of 6 negative incidents on Tyro.			
Stage 1	**Class tutor**	**First Referral**	**First Referral**

1st Referral		Behaviour Referral 1 is issued upon receipt of the third negative incident by the class teacher, despite the class teacher previously applying two different interventions. Behaviour Referral 1 may also be issued if the student has a cumulative total of 6 negative incidents. A behavioural referral record form will be completed by your child with their class tutor outlining their actions that led to their first referral and their commitment to improved behaviour. This referral form is recorded on your childs file.	• Year Head records on Tyro (Behavior Referral 1). • Restorative discussion with class tutor and student. • Student and class tutor to fill in 1st referral record from which will cover methods of improving behaviour and commitment to improved behaviour (Appendix 2) this is then placed on students file in secretaries office. **Referral to Pastoral Care where necessary**
Stage 2 2nd Referral	**Year head**	**Second Referral** • Behavior Referral 2 is issued on receipt of a fourth negative incident received as a direct result from Behavior Referral 1. • Behavior Referral 2 is issued on receipt of a cumulative total of 6 negative incidents (not relating to Behaviour Referral 1 if 3 negative incidents are from same teacher) • Teacher applies different interventions addressing each negative incident. • A more serious breach of the Code of Behaviour.	**Second Referral** • Year Head records on Tyro (Behavior Referral 2). • Restorative discussion with Year Head. • Identify inappropriate behaviour and areas and methos for improvement. • Student placed on a Yellow Report Card (Appendix 3) and lunchtime detention for a maximum of 1 week / afterschool detention. • Parents notified via letter and a copy will be uploaded on Tyro. • Checking in with student. **Referral to Pastoral Care where necessary.**

Stage 3 **3rd Referral**	**Year head**	**Third Referral** • Behaviour Referral 3 is issued on receipt of a fifth negative incident relating to referral 1 or similar with regards to Behaviour Referral 2. • Behavior Referral 3 is issued on receipt of a cumulative total of 6 negative incidents (not relating to Behaviour Referral 1 or 2 if 3 negative incidents are from same teacher) • Teacher applies different interventions addressing each negative incident.	**Third Referral** • Year Head records on Tyro (Behavior Referral 3). • Students placed on an orange report card (Appendix 3) for one week to monitor behaviour in class, • Student is responsible to give the report card to class teacher at the beginning of each class. • Parent / Guardians sign report card daily. • Students and Parent/Guardians will be offered school supports (SCP, HSCL, HYLS) • Students may also be placed on detention for up to one week. • Parents notified of detention via letter and a copy will be uploaded on Tyro. • Note recorded on Tyro that student is on a report card.
Stage 4 **4th Referral**	**Deputy principal**	**Fourth Referral** • Behaviour Referral 4 is issued on receipt of a sixth negative incident relating to referral 1 or similar with regards to Behavior Referral 3 is issued on receipt of a cumulative total of 6 negative incidents (not relating to Behaviour Referral 1, 2 or 3 if 3 negative incidents are from same teacher)	**Fourth Referral** • Year Head records on Tyro (Behavior Referral 4). • Student placed on Red report card for 5 days to monitor behaviour in class. • Minimum of 2 lunchtime detentions during week of report, • parents notified of detention via letter and a copy will be uploaded on Tyro. • Loss of privileges.

		• Teacher applies different interventions addressing each negative incident. • Extremely serious incident the student may be placed on **a Red Report Card.**	• Students and Parent/Guardians will be offered school support (SCP, HSCL, HYLS)**.**
Stage 5 **5th Referral**	**Principal /Deputy Principal**	**Fifth Referral** • Behaviour Referral 5 is issued on receipt of an seventh negative incident relating to referral 1 or similar with regards to Behavior Referral 3 is issued on receipt of a cumulative total of 6 negative incidents (not relating to Behaviour Referral 1, 2 or 3 if 3 negative incidents are from same teacher) • Teacher applies different interventions addressing each negative incident. • Extremely serious incident The student may be placed on **an internal / external suspension.**	**Suspension** • Student suspended for a number of days; parents / guardians return to school with the student following the suspension. • Parent / guardians and student meet with senior management and student to discuss issues and plan how to address and move forward. • Outside agency involvement to improve behavior (NBBS, Meiteal, NEPS, NEWB) • Commitment to future behavior documented. • Reintegration plan for student.
Stage 6	**Principal**	**Extremely serious incident – Sixth Referral**	**Extended suspension or expulsion**

6th Referral			Parents may be invited to a behaviour case meeting with Year Head, Deputy, Principal and additional members as necessary.

12. Serious Incidents

Certain behaviour will be deemed by the school as a very / extremely serious breach of the school's Code of Behaviour and may lead to an automatic suspension and or referral to the Board of Management. Examples include:

(* Please note that the list is not exhaustive)

- Bullying.
  Assaulting another student or staff member.
- Cyber bullying of another student or staff member.
- Racist / sexist / homophobic comments about a student / staff member.
- Smoking/Vaping, carrying cigarettes/vaping devices, using or distributing illegal substances i.e., drugs / alcohol.
- Leaving the school grounds without approved school permission.
- Verbal abuse of a teacher inside or outside school.
- Physical abuse of a teacher inside or outside school.
- Abuse of a student's / staff / school property.
- Blatant disobedience of a teacher.
- Carrying dangerous items e.g., sharp objects / knives / scissors, fireworks, bangers etc.
- Stealing.
- Vandalism.
- Truancy.
- Failure to hand over mobile phone when asked.
- Failure to do detention or in class punishment.
- Disruption of detention in any way.
- Forging parent's signature.
- Disruption of examinations.
- Any offence, not listed above, that would severely undermine the authority of a teacher or the school management.
- Inappropriate use of technology.
- Endangers the health and safety of themselves or others,
- A serious offence/ incident,
- Any offence, not listed above that is deemed serious enough by senior management to require this sanction,
- Any offence which brings the reputation of the school into disrepute.

Where appropriate some of the above offences may be referred to the Gardai or HSE.

13. Suspension

Suspension is a length of time where a student is asked by the Principal to not attend school, limited to a certain number of school days.

Suspensions allow students:

- Time to reflect on their behaviour resulting in them being suspended,
- Allow them to take responsibility for changing their behaviour when returning to school,
- Identify additional supports they may need when returning to school.

Authority to Suspend

The Board of Management have the authority to suspend a student and has delegated this responsibility to the principal. Suspensions are generally (1-3 days). The principal has permission of the Board to suspend for up to 5 days if necessary. For a suspension longer than 5 days, the principal will refer the matter to the Board of Management for consideration.

The Board of Management will review proposals to suspend a student where the suspension will bring the students absent number of school days to twenty or more. Such suspensions are subject to appeal under Section 29 of the Education Act.

Procedures for Suspension

The school will implement the following procedures in the event of a student being suspended:

- Student and Parent / Guardians will be notified about the incident/s leading to suspension.
- Written confirmation of suspension will be sent to Parents / Guardians.
- There will be adequate time for Student (over 18) / Parents / Guardians to respond.
- Parents / Guardians have the right to appeal the suspension to the Board of Management.
- The suspended student and Parents/ Guardians will meet with senior school management when returning to school following the suspension.
- The principal may consider an immediate suspension, when necessary, Parents/ Guardians will be notified of this. If a student refuses to comply with school management, Parents/Guardians may be called, and the student sent home (with a suspension to follow).

The Principal will report suspensions in accordance with the NEWB reporting guidelines – Education and Welfare Act, 2000. 21(4)(A).

14. Behaviour Contract

Where there has been persistent breaches of the Code of Behaviour, despite the support and interventions put in place by the school, a behavioural case conference may be organised. This is the final intervention prior to referring the student to the Board of Management for expulsion. Parents/ Guardians will be notified of the date and time of the meeting and required to attend with their child. The Principal / Deputy Principal, Year Head, Parent / Guardians, and other staff/external agency representatives involved with the student will attend the meeting. All behaviours and interventions are formally reviewed at the meeting.

A behavioural contract will be agreed with the intention of supporting the student to improve their behaviour. Following the meeting, review meetings will take place. In the event where there has not

been an improvement in behaviour the principal will refer the case to the Board of Management for expulsion.
A student may be expelled from the school when the Board of Management (in compliance with provisions of Section 24 of the Education Welfare Act 2000) decide to permanently exclude the student from the school.

15. Expulsions

The Board of Management has authority to expel a student.

Grounds for Expulsion

- Student behaviour is persistently disrupting teaching and learning / interfering with other students right to education.
- Students' presence in school is a significant threat to the health and safety of students and staff.
- The student is responsible for serious damage to property.

Expulsion is only considered when the school have exhausted all reasonable possibilities and interventions as stated in the schools Code of Behaviour.

Exceptional Grounds for Expulsion

(*list not exhaustive)

- Serious threat of violence.
- Violent / physical / sexual assault.
- Supplying illegal substances.
- Any behaviour considered detrimental to the running of the school and safety of students and staff.

Procedure for expulsion

The school implements procedures in the Education (Welfare) Act 2000 when proposing expulsion. The steps included in proposing expulsion:

- Detailed investigation carried out under guidance of school principal.
- Principal recommends expulsion to the Board of Management.
- Board considers Principals recommendation and hold a hearing which involves the students and parents/ guardians.
- Consultation with Education Welfare Officer.
- Confirmation of decision to expel formally confirmed by the Board of Management.
- Student / Parents/ Guardians informed of their right to appeal and provided with standard form for lodging appeal (A Parent / Guardian of a student or a student over eighteen years has the right to appeal a decision on expulsion to the Secretary General of the Department of Education and Science (Education Act (1998) (29)). The National Education Welfare Board may also lodge an appeal on behalf of a student.
- All steps in the process for expulsion will be formally recorded.

The Board of Management will review and assess the use of expulsion as an appropriate school sanction in Coláiste Iascaigh.

This policy has been ratified by the Board of Management at its meeting of

_____ (date)

Signed:_____

Chairperson

Next review date: _____

Referral No:
Office Use Only

16.Appendix 1: Behaviour Referral Form

Behavior Incident record

Student	Class	Date

Previous Interventions in Class (please tick/fill as appropriate)

Incident 1 (recorded Tyro)
Student in breach of class rules
Verbal warning (for continual disruption to the teaching and learning environment) Stating that the behaviour is inappropriate and advises the student to make sensible choice and return to task
Other_____ _____ _____
Incident 2 (recorded on Tyro)
Student continues to be in breach of class rules
2nd Verbal warning
Discussion with student at end of class
Penalty sheets
Removal of class privileges
Written work in class
Communication with Parent/Guardian (School app or Journal)
Moving students seating position (sitting in front of class)
Other_____ _____ _____
Incident 3 (recorded on Tyro)
Details of current incident leading to referral:

18.Appendix 2: Referral Meeting with Class Tutor.

This form must be completed by the student before meeting with their class tutor.

Student:	Date of meeting:	Class Tutor:

Why have you been referred?

What area of our school's code of discipline have you broken?

Can you explain why this happened?

What commitment can you give to your future conduct?

Notes from meeting between class tutor and student:

17.Appendix 3: Report Card

Monday Date: ……

Class	1	2	3	4	5	6	7	8	9
Classwork									
Homework									
Behaviour									
Effort									
Signed									

Parent/Guardian Signature	Year Head Signature

Tuesday Date: ……

Class	1	2	3	4	5	6	7	8	9
Classwork									
Homework									
Behaviour									
Effort									
Signed									

Parent/Guardian Signature	Year Head Signature

Wednesday

Class	1	2	3	4	5	6	7	8	9
Classwork									
Homework									
Behaviour									
Effort									
Signed									

Parent/Guardian Signature	Year Head Signature

Thursday Date: ……

Class	1	2	3	4	5	6	7	8	9
Classwork									
Homework									
Behaviour									
Effort									
Signed									

Parent/Guardian Signature	Year Head Signature

Friday Date: ……

Class	1	2	3	4	5	6	7	8	9
Classwork									
Homework									
Behaviour									
Effort									
Signed									

Parent/Guardian Signature	Year Head Signature

Additional Comments