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Killyon,
Hill of Down,
Enfield,
Co. Meath.

CODE OF BEHAVIOUR – PARENT & PUPIL SUMMARY:

At St. Finian's N.S., Killyon we work together to create a happy, safe and respectful school where every child can learn and thrive.

Our school expectations:

- Be kind and respectful to everyone.
- Try your best in all your work and behaviour.
- Keep yourself and others safe.
- Respect school property and the property of others.
- Follow instructions from staff promptly and politely.

How we encourage good behaviour:

- Praise and recognition in class and at whole-school level.
- Reward systems such as Student of the Week, stickers, positive notes home and special privileges.
- Restorative conversations to repair relationships when issues arise.

If a behaviour concern arises:

- The class teacher speaks with the pupil.
- Parents may be contacted if needed.
- Support strategies are put in place.
- If concerns continue, the Principal becomes involved.
- Serious incidents follow fair procedures and may involve the Board of Management.

Who to contact:

- First contact: Class teacher.
- If unresolved: Principal.
- If still unresolved: Board of Management Chairperson.

Fair procedures:

- Pupils and parents are always given the opportunity to explain their side.
- Decisions are made fairly, consistently and proportionately.

We value partnership with parents and pupils in promoting positive behaviour.

Code of Behaviour

Compliance Statement:
This Code of Behaviour is developed in accordance with the Education Welfare Act 2000 and TUSLA/ NEWB Developing a Code of Behaviour: Guidelines 2008 and is read alongside the school's Bí Cineálta (Anti-Bullying Policy), Admissions Policy (Education (Admission to Schools) Act 2018), Child safeguarding Statement and Data Protection Policy.

Mission Statement:
St. Finian's N.S., Killyon is a South Meath based, multi class school serving a rural community. We intend that on entering the school everyone will experience a sense of belonging, security and welcome. We aim to create a broad, creative learning environment where everyone's talents are developed, and needs are fulfilled.

Publication and Availability:
This Code of Behaviour is available on the school website and on request from the office. It applies to all school related activities on and off site.

Parental Acceptance:
Acceptance is recorded via the school's enrolment process and Aladdin consent forms annually.

1. Aims

- Promote positive behaviour and self-discipline across the school.
- Enhance a safe learning environment enabling progress for every pupil.
- Foster respect, tolerance and consideration for others.
- Accommodate differences and make reasonable adjustments for pupils with additional needs.
- Ensure systems of rules, expectations, recognition and consequences are fair, consistent and proportionate in response to positive and negative behaviour throughout the school.
- Provide clarity to new staff, pupils and parents in understanding our system and procedures and to encourage co-operation in implementing these procedures.

2. Standards of Behaviour expected and General Rules

2.1 Standards of Behaviour

It is expected that all members of the school community:

- Show respect for themselves and others.
- Show kindness and a willingness to help others.
- Show good manners and courtesy.
- Be fair in their dealings with each other
- Be ready to use constructive ways to resolve difficulties.

2.2 General Rules

- Students may not leave the school without prior written consent and must be collected by a parent/ guardian.
- No items other than school related materials should be brought to school without permission.
- No loose jewellery is to be worn on yard and only stud earrings are permitted.
- Pupils must request permission to leave the yard area during break and lunch times.
- Pupils are expected to obey the instructions of any member of school staff while in school or on school outings.

- All pupils are expected to be well behaved, do their best in school and for homework and attend school regularly and punctually.

2.3 School Related Activities
The Code of Behaviour applies to all school activities, including tours, matches, events, online learning platforms and travel to/from events.

3. Roles and Responsibilities

3.1 Pupil's Responsibilities
Pupils are expected to:
- Attend school regularly and punctually.
- Take responsibility for their own work.
- Work quietly, safely and to the best of their ability always.
- Listen to their teachers and act on instructions/ advice.
- Listen to other pupils and await their turn to speak.
- Show respect for all members of the school community.
- Show kindness and listen to other members of staff and visitors to the school community.
- Respect the right of other pupils to learn.
- Care for their own property.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Include other pupils in games and activities.
- Move safely quietly around the classroom and school.
- Keep the school clean and tidy.
- Bring the correct materials and books to school.
- Follow school and class rules.

3.2 Staff responsibilities
Staff are expected to:
- Support and implement the school's code of behaviour.
- Be cognisant of their duty of care.
- Create a safe, welcoming environment for each pupil.
- Praise desirable behaviour.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Discuss and refer regularly to school expectations.
- Keep a record of serious misbehaviour or repeated instances of misbehaviour.
- Listen, at appropriate times, to pupil's explanations for behaviour.
- Provide support for colleagues.
- Communicate with parents when necessary.
- Provide reports on matters of concern.

3.3 Responsibilities of Parents/ Guardians
Parents/ Guardians are expected to:
- Encourage children to have a sense of respect for themselves, for others, for their own property and that of others.
- Ensure that children attend school regularly and punctually.
- Be interested in, support and encourage their children's schoolwork.
- Ensure that their children have the correct books and other materials and wear the correct school uniform.

- Be familiar with the Code of Behaviour, communicate concerns promptly and co-operate with staff in implementing the Code of Behaviour.

3.3a Attendance and absences:

- The school informs TUSLA where a pupils cumulative absence reaches 20 days. Parents are notified at 10 and 15 days and encouraged to engage early with supports.

4. Playground

Playground Rules and Procedures:

- Show respect; no rough play and follow zoning as directed.
- On the bell; line up promptly.
- Seek permission for toilets during break time.
- Serious incidents are recorded in the "Incident/ Accident Folder" and shared with the class teacher.

5. Promoting Good Behaviour

Adults model the behaviour expected. Rules are explicitly taught and revisited throughout each year. Positive behaviour is recognised at class and whole school level.

The school uses restorative conversations, relationship repair and solution focused strategies alongside proportionate consequences.

5.1 Methods of promoting good behaviour

- Teachers will develop a good relationship with students, and this will thus have a positive influence on student behaviour.
- The code of behaviour is clearly explained to the children and they understand why it is important and their part in making it work.
- The code of behaviour is applied in a fair and equitable way.
- High standards are expected of student behaviour and these standards are clear, consistent and understood by all.
- Parents will support the school by encouraging good behaviour.
- The staff will promote good relationships between teachers, parents and students. Staff will also strive create a happy school atmosphere.
- Good school and class routines are in operation.
- Children are aware that misbehaviour and failure to adhere to school and class rules will incur clear, consistent support and consequences.

5.2 Recognising and acknowledging good behaviour in school

Class:

Each teacher uses a class reward system that recognises good behaviour and effort in improving behaviour, ensuring rewards are fair, attainable and shared among all pupils.

Some examples of reward systems that may be used in class:

- Student of the week
- Sticker/ star chart
- Kindness book

- Homework pass
- Positive comment in student's journal
- A quiet word of praise or gesture to show approval
- A visit to another member of staff or to the principal for commendation.
- A word of praise in front of a group or class.
- Extra privileges like extended Tech time; extra story time; extended P.E.
- Special class treats – golden-time/ raffle/ extra break/ P.E./ homework passes.
- Positive comments from the principal

5.3 Whole School:

- Good Behaviour/ Kindness posters
- Behavioural plan
- Student Standards in Killyon N.S poster
- Staff acknowledge good behaviour on yard with positive comments.
- Positive behaviour assembly focus'.
- Positive slogans displayed prominently in school

6. Responding to inappropriate/misbehaviour

Behaviour is recorded proportionately (class records, yard incident book). Patterns are monitored to inform supports. Reasonable accommodation is made for pupils with disabilities/ Special Educational needs.

6.1 Recording inappropriate/misbehaviour

- **Yard – Incident Book / Accident Book**

  Supervising teacher on yard will record any serious incident or accident that takes place in the schools "Yard Incident Book" (which is in the school's main office). Any records of incidents will be recorded in the principal's office. Supervising teacher will communicate with the class teacher. If deemed necessary parents will be informed.

6.2 Classroom

- Class teacher will keep a record of any inappropriate/misbehaviour if deemed necessary on Aladdin.
- There will be an agreed ladder of intervention in response to inappropriate behaviour. This intervention will take place at three levels:
  1. Support for all pupils: High quality classroom management, pre-correction and routines.
  2. Additional support for some pupils: Target interventions, collaboration with SET
  3. Specialised support for a few pupils: Multi-agency planning (NEPS, HSE, NCSE)

6.3 Roles and Responsibilities in responding to inappropriate/misbehaviour

Class Teacher

The class teacher who has an established relationship of trust will have a strong influence on students. The class teacher will deal with routine incidents of misbehaviour through classroom management strategies.

Other members of staff

As part of the whole-school plan classroom teachers can seek advice from the rest of the staff i.e. other class teacher, learning support/resource teacher and principal. Staff can help the class teacher to think about and analyse possible reasons for pupil's poor behaviour and to devise possible ways of changing behaviour.

6.4 Classification of misbehaviours

Inappropriate behaviour/misbehaviours will be classified as minor, serious or gross as displayed in the examples below. It is important to note that these are not exhaustive lists, and these are examples only. Other types of misbehaviour will also incur consequences.

6.4a Examples of Minor Misbehaviour

- Not following classroom rules.
- Not showing respect to peers, staff and visitors.
- Running in the school building.
- Placing unfinished food or drink cartons in the class bin.
- Leaving litter around the school.
- Not responding to the school bell in a timely manner.
- Disruptive behaviour across all areas of the school.
- Not completing homework without a note from parents.

6.4b Examples of Serious Misbehaviour

- Persistent minor misbehaviour.
- Being discourteous, unmannerly or answering back.
- Telling lies.
- Stealing – intentional taking of items.
- Endangering self/ other pupils in the schoolyard at break-time.
- Malicious damage to school / other pupil's property.
- Leaving school premises during school day without appropriate permission.
- Using bad or suggestive language, or continuously making hurtful or racist remarks.
- Bullying (**see Bí Cineálta)**
- Having a mobile phone in school without permission.
- Using a recording device without permissions during school

6.4c Examples of Gross Misbehaviour

- Serious threat of violence against another student or member of staff.
- Actual violence or physical assault on a student or a member of staff.
- Serious damage to property.

7. <u>Strategies and consequences as a response to inappropriate/misbehaviour</u>

7.1 Objectives of Consequences:

The objective of a sanction is to help the student to learn and to bring about a change in behaviour by:

- Helping students recognise that their behaviour is unacceptable
- Helping them recognise the effect of their behaviour on others
- Help them take responsibility for their own actions

Consequences may also:

- Signal to other students that their wellbeing is being protected
- Reinforce boundaries set out in code of behaviour
- Prevent serious disruption of teaching and learning
- Keep students safe.

7.2 Strategy/Sanction options

The following strategies may be used to show disapproval of unacceptable behaviour:
This list is not necessarily in order of what might occur as each case is different and may warrant a different approach.

- Reasoning and reminders; teacher replacement behaviours
- Reflective tasks: withdrawl from activity for a limited time
- Loss of privilege: separated and supervised break or discretionary time.
- Referral to Principal/ Parent meeting/ behavioural contract
- Suspension/ expulsion per procedures below in appendices.

7.3 Parental Involvement

Parental involvement will be dependent on the seriousness or otherwise of each individual case.

- In case of minor misbehaviour it may be sufficient for the teacher to speak to the pupil and no parental involvement may occur at all.
- If parents are to be contacted it is usually the class teacher who initiates the contact having informed the principal beforehand.
- The class teacher will either phone or write a note to the parents.
- When the parent(s) come to the school the class teacher will meet them. The child may be present for part of this meeting if deemed appropriate.
- If the misbehaviour continues or develops in other ways, the principal may become involved.

7.4 Students with Special Needs

- All children are required to comply with the code of behaviour. However, the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher, and or Principal will work closely with home to ensure that optimal support is given. Cognitive development will be always considered. Professional advice from psychological assessments will be invaluable.

7.5 Management of aggressive or violent misbehaviour

- Parents are called in to deal with violent children.
- In extreme cases where parents cannot be contacted and where the child is deemed a danger to himself or others the Gardaí may be contacted.

8. <u>Suspension</u>

8.1 Decision to suspend a student

Fair procedures based on the principles of national justice will apply to the investigation of alleged misbehaviour and the decision making on the variety of the misbehaviour and consequences to be imposed. Impartiality in decision making is very important and this it is preferable that a member of staff other than the Principal makes a full investigation of the facts of the case and present this to the Principal. The Principal is then free to take a view about the pupil's alleged misbehaviour and about a sanction based on the report.
A principal may be required, depending on circumstances, to conduct the investigation; he/ she must act fairly and be seen to act fairly.

For the purposes of this code of behaviour suspension is defined as "requiring the student to absent himself/herself from the school for a specified, limited period of school days".
The student retains his/her place at school during the period of suspension.

While the B.O.M. has the authority to suspend a student, they have delegated the authority to do so to the Principal for a period of not more than three days.

8.2 Grounds for Suspension

Suspension should be an appropriate response to the behaviour that is causing concern. Suspension is only used when the other interventions have failed.
Decision to suspend requires serious grounds such as:

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

8.3 Forms of Suspension

Immediate suspension

- An immediate suspension may be considered where the continued presence of the student in the school would represent a serious threat to safety of students and staff of school.
- B.O.M. may consider that certain named behaviours incur suspension as a result. There is still a duty to follow due procedures in each case.

Rolling suspension

A student should not be suspended again after they return to school unless:

- They engage in serious misbehaviour that warrants suspension and
- Fair procedures are observed in full and
- The standard applied to judging the behaviour is the same as the standard applied to the behaviour of any other student.

Informal or acknowledged suspension – Exclusion of a student for part of the school day, as a sanction, or asking parents to keep a child from school, as a sanction, is a suspension. Any exclusion imposed is a suspension and should follow the Guidelines relating to suspension.

8.4 Process of suspension

- Inform parents and students.
- Parents will be informed in writing and invited to attend a meeting with the Principal
- Parents and students will be given an opportunity to respond before decision is made.
- If parents and student fail to attend meeting Principal should note the gravity of situation, re-schedule meeting and failing that, the duty of the school authorities to make a decision to respond to negative behaviour.
- Following a final decision the Principal will notify parents and students in writing of the decision to suspend. The letter will confirm:
  - Period of the suspension and date on which suspension will begin and end.
  - Reasons for suspension.
  - Any study programme to be followed.
  - Arrangements for returning to school.
  - Provision for an appeal by B.O.M.
  - Right to appeal to Section 29 Appeals portal at www.section29appeals.gov.ie/

8.5 Procedures in relation to immediate suspension.

- Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the student, other students, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. The formal investigation should immediately follow the imposition of the suspension. No suspension, including an immediate suspension, should be open-ended.

- In the case of an immediate suspension, parents must be notified, and arrangements made with them for the student to be collected. The school must have regard to its duty of care for the student. In no circumstances should a student be sent home from school without first notifying parents.

8.6 Period of Suspension

Periods of suspension shall not exceed three days except in exceptional circumstances and will end on a specified date.

8.7 Appeals

The B.O.M. should offer an opportunity to appeal the Principal's decision to suspend a student. In the case of a decision made by the B.O.M. an appeals process may be provided by the Patron.

8.8 Re-integrating the student after a period of suspension

The school will make every effort to help student catch up on work missed. School will offer support to student to help him / her re-integrate into school. A behaviour contract may be agreed prior to student's return to school.

8.9 Records and Reports

Formal written records will be kept of

- Investigation (including notes of all interviews held)
- Decision – making process
- Duration of suspension and any conditions attached to suspension.

Principal will report all suspensions to B.O.M. with the reasons for and duration of each suspension.

Principal is required to report suspensions to the NEWB in accordance with the NEWB reporting guidelines (Education Welfare) Act, 2000, section 21 (4) (a) if the suspension exceeds six days.

9. **Expulsion**

9.1 Decision to expel

A student is expelled when the B.O.M. makes a decision to permanently exclude him / her from the school having complied with the provision of section 24 of the Education Welfare Act 2000.
The decision to expel may be made only by the B.O.M.

Before making the decision to expel, the B.O.M. will undertake a very detailed review of a range of factors;

- The nature and seriousness of the behaviour.
- The context of the behaviour.
- The impact of the behaviour.
- The interventions tried to date.
- Whether expulsion is a proportionate and appropriate response.
- The possible impact of expulsion.

9.2 Grounds for Expulsion

School will take significant steps to address student's misbehaviour by eg.

- Meeting with parents and students to try to find ways of changing behaviour.

- Making sure student understands possible consequences of behaviour.
- Ensuring all other best options have been tried.
- Seek advice of support agencies (NEPS, HSE Community Service, NCSE etc.).

A proposal to expel a pupil requires serious grounds such as:

- Student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- Student's continued presence in the school constitutes a real and significant threat to safety.
- Student is responsible for serious damage to property.

9.3 Expulsion for a first offence

The B.O.M. may in exceptional circumstances form the opinion that a student should be expelled for a first offence. Type of behaviour that may warrant this could be:

- Serious threat of violence against another student or staff member.
- Actual violence or physical assault.
- Supplying illegal drugs to other students in the school.
- Sexual assault.
- It is important to note that this is not an exhaustive list.

9.4 Procedures in respect of expulsion

Schools are required by law to follow fair procedures prescribed under the Education Welfare Act 2000, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will be as follows

- A detailed investigation will be carried out under the direction of the Principal.
- A recommendation to the Board of Management by the Principal.
- Consideration by the Board of Management of the Principal's recommendations and the holding of a hearing with the Principal and parents of the student.
- Board of Management deliberate following the hearing and decide if expulsion is the appropriate response.
- Consultations arranged by the Educational Welfare Officer.
- Confirmation of the decision to expel.

The above procedure is explained in detail in Appendix I of this code.

9.5 Review of use of expulsion

The Board of Management should review the use of expulsion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

9.6 Appeals

A parent may appeal a decision to expel in writing to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Officer on behalf of the student.

Review:

This policy has been reviewed by:

Group:	Date:
Student Council:	
Parents Association Committee:	
Staff:	

Board of Management:	

It will be reviewed again in September 2027.

Ratification:

This policy was reviewed and updated on the _____

This policy was ratified on the _____

Date: _____ Date: _____

Signed: _____ Signed:_____

Fr. Tom Gilroy
Chairperson Board of Management

Nigel Boardman
Principal

Appendix I

Procedure for Expulsion

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

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

- Inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.

Parents should be informed in writing of the alleged misbehaviour and the investigation in order to have a permanent record of having let them know. This also ensures that parents are very clear about what their son / daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.

Parents and the student must have every opportunity to respond to the complaint of serious misbehaviour before a decision is made about the veracity of the allegation, and before a sanction is imposed. Where expulsion may result from an investigation, a meeting with the student and their parents is essential. It provides the opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the student's behaviour.

If a student and their parents fail to attend a meeting, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school should record the invitation issued to parents and their response.

Step 2: A recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal should:

- Inform the parents and the student that the Board of Management is being asked to consider expulsion
- Ensure that parents have records of the allegations against the student; the investigation; and written notice of the grounds on which the Board of Management is being asked to consider expulsion
- Provide the Board of Management with the same comprehensive records as are given to parents
- Notify parents of the date of the hearing by the Board of Management and invite them to that hearing.
- Advise the parents that they can make a written and oral submission to the Board of Management
- Ensure that parents have enough notice to allow them to prepare for the hearing

Step 3: Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing

It is the responsibility of the Board of Management to review the initial investigation and satisfy that the investigation was properly conducted in line with fair procedures. The Board should undertake its own review of all documentation and the circumstances of the case. It should ensure that no party who has had

any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

Where a Board of Management decides to consider expelling a student, it must hold a hearing. The Board meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen years or over, put their case to the Board in each other's presence. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board should ensure that the Principal and parents are not present for the Board's deliberations.

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

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

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, Section 24(1)). The Board of Management should refer to National Educational Welfare Board reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 200, s24(1)).
An appeal against an expulsion under section 29 of the Education Act 1998 will automatically succeed if it is shown that the Educational Welfare Officer was not notified in accordance with section 24(1) or that twenty days did not elapse from the time of notification to the Educational Welfare Officer to the implementation of the expulsion (Education (Miscellaneous Provisions) Act 2007, s4A).

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

Step 5: Consultations arranged by the Educational Welfare Officer

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

- Make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).

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

In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future education.

Pending these consultations about the student's continued education, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured Education (Welfare) Act 2000, s24(5)). A Board may consider it appropriate to suspend a student during this time. Suspensions

should only be considered where there is likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

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

Amendment to Code of Behaviour

This is being added to our Code of Behaviour for the benefit of teachers and parents so that all are clear on the steps to take should a complaint be made to a teacher regarding a child/children's behaviour.

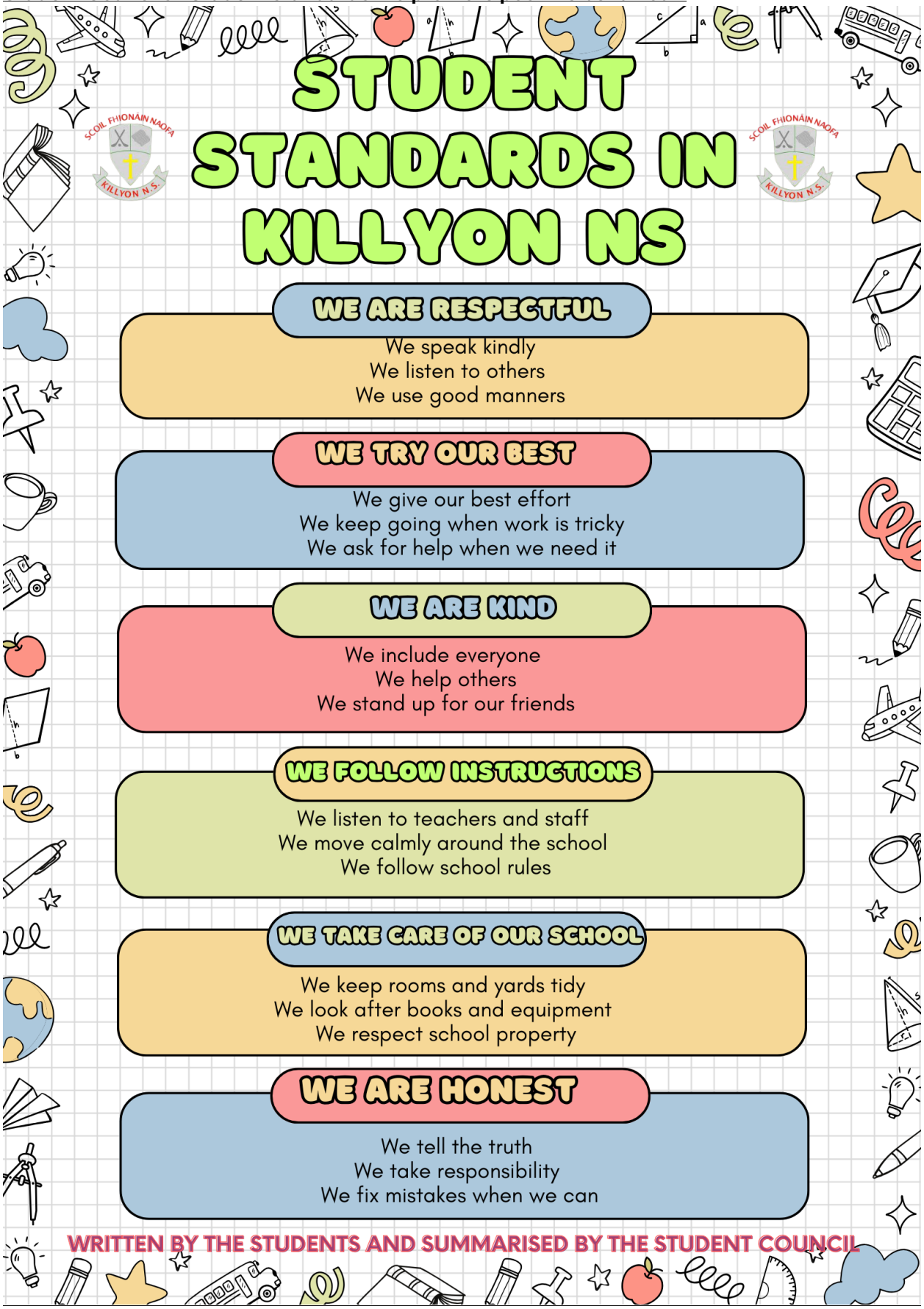
1. Parent/ child makes direct contact with the school to a teacher by way of email, phone, note in child's journal or in person.
2. Teacher contacts parents (if initial contact was not in person) to ascertain what the problem is, the teacher will listen to the parent notes the complaint and informs the principal. It should be noted that the issue may not be necessarily a complaint but a worry the parent may have about a child that warrants an investigation. This will be noted on a "Complaints and Compliments" sheet and kept in the teacher's folder where fortnightly notes are kept.
3. Teacher investigates as soon as possible by.
   (a) Interviewing the child who is directly involved in making the complaint.
   (b) Interviewing any other child who may be directly or indirectly involved and keep a written record of all responses and findings. These will be attached to the initial "Complaints and Compliments" sheet.
4. If the teacher decides after investigation that the incident is one of bullying the teacher then uses Appendix 1 and 2 Template for recording Bullying Behaviour.
5. Teacher communicates the outcome to Principal and to all parents concerned by phone/in person as deemed appropriate. (Other staff members may be informed if it is necessary re yard etc.)
6. Teacher keeps all written records in the previously mentioned folder. Principal will sign all records on a monthly basis (whether bullying was involved or not).
7. All written records of bullying behaviour (including Appendix 1 & 2) will be filed by the class teachers at the end of the school year, into the pupils' individual files in the office of all children involved.
8. For all other 'behaviour' complaints, the complaint record will be kept with the individual child's Progress Record by the class teacher. When the child leaves sixth class these complaint records are put into the pupil's files and kept until child is 21.
9. A follow-up phone call or contact to the original complainant may be appropriate some weeks later to confirm that things have settled down. Teachers use own judgement here.
10. As required by law all reports of bullying must be reported to B.O.M.

Appendix 2:
Student Friendly Code of Behaviour steps.



Appendix 3:

Student Councils "Student standards" to promote positive behaviour:



Ratification:

Ratified by the Board of Management on the 24/4/25

Date: _____

Signed: _____
Rev. Tom Gilroy
Chairperson Board of Management

Date: _____

Signed: _____
Nigel Boardman
Principal

This policy has been reviewed by the staff of Killyon N.S. on the 14/01/2026. It will be reviewed again in September 2026.