
Code Of Behaviour



**San Carlo Senior National School,
Leixlip, Co. Kildare**

Revised September 2025

Scoil San Carlo S.N.S., Confey, Leixlip, Co. Kildare

Code of Behaviour

Introductory Statement:

The aims of Scoil San Carlo are to;

- Encourage children to be friendly, happy individuals with the ability and confidence to communicate with each other and adults.
- Build and nature resilience amongst our students to prepare them for the wider-world and life beyond school, as they develop into young adults.
- Develop all our children intellectually, spiritually, physically, aesthetically, emotionally and socially.
- Encourage moral development through cultivation of good habits, good manners, honesty, respect for each other and authority through caring discipline.
- Foster an understanding of human society and develop an awareness of the world in which they live.
- These aims are reflected in our school motto of “*Samhlaíocht, Saothar, Cúram*”

It is a matter of very considerable satisfaction and pride that standards of behaviour of the highest order are consistently evident in our school. The rare incidents of misbehaviour which arise are dealt with promptly, with due consideration for everybody involved. A culture of care, concern, support, interest and friendliness has evolved over many years in Scoil San Carlo and permeates all aspects of the life and work here. We strive in cooperation with the parents to provide a safe, happy, friendly well-ordered and stimulating learning environment where each child may develop to their full potential.

Rationale:

This policy emerges out of a consideration and review of the present Code of Behaviour which has been in existence in the school for many years now. The present review is prompted, not by any change in the long-standing culture of high-standard behaviour, but by a requirement to update our Code in light of the publication of ***Developing a Code of Behaviour, Guidelines for Schools***, published by the ***National Educational Welfare Board (NEWB)*** in May 2008. This version of the Code of Behaviour has emerged after consultation with teachers, the student council, the parents, parent’s association, ancillary staff and the Board of Management during the school year 2025/2026. The conclusions drawn, and recommendations made, were taken into consideration in drafting this updated policy.

The purpose of this policy is to provide practical guidance for teachers, parents, pupils and other relevant persons on how we ensure an orderly climate for learning in our school. This policy will:

1. Identify standards of behaviour that shall be observed by each pupil attending the school.
2. Detail measures that shall be taken when a pupil fails or refuses to observe those standards.
3. Set out procedures to be followed before a pupil may be suspended or expelled from the school and the grounds for removing a suspension imposed.
4. Set out the procedures to be followed in relation to a child's absence from school.
5. Ensure our school is in compliance with legal requirements and good practice as set out in Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.

Aims and Objectives:

The purpose of this Code of Behaviour is to create a positive school ethos where learning and development can take place and to promote the highest possible degree of consensus about standards of behaviour among staff, pupils, parents/guardians. By implementing this policy and the appended school rules we hope:

- To ensure an educational environment that is guided by our vision statement.
- To allow the school to function in an orderly way where children can make progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-discipline, recognising the differences between children and the need to accommodate these differences.
- To ensure the safety and wellbeing of all members of the school community.
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures.
- To ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner throughout the school.

Roles and Responsibility

Responsibility

The overall responsibility for behaviour within the school rests with the Principal. Each teacher has responsibility for the maintenance of good behaviour within his/her classroom, while sharing a common responsibility for good order within the school premises. The successful implementation of this policy rests with the partners in education i.e. the Board of Management, Principal, teaching staff, ancillary staff, pupils and the parents and guardians of the pupils in Scoil San Carlo.

Parents will be kept informed of behavioural issues and their co-operation will be sought as appropriate. It is our intention to have parents involved at the early stages of behavioural difficulties rather than as a last resort.

Board of Management's Responsibilities:

The overall responsibility for ensuring a code of behaviour is prepared rests with the Board of Management. The Board has particular responsibility for the ethos of the school, as well as having responsibility for school policies.

The Board has ensured that all members of the school community have had the opportunity to comment on and suggest amendments to this code.

Principal's Responsibilities:

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange reviews of the code as necessary.

Teacher's Responsibilities:

- Support and implement the school's code of behaviour.
- Create a safe working environment for each pupil and affirm good work.
- Be respectful courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' Responsibilities:

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Always behave in a way that is safe for oneself and others.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.

Parents'/Guardians' Responsibilities:

- Ensure that children attend regularly and punctually.
- All parents will be made aware of the Code of Behaviour when enrolling a child & they shall make all reasonable efforts to ensure compliance with the code by the child.
- Be interested in, support and encourage their children's school work.
- Be familiar with the Code of Behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.
- Behave appropriately at all times while on the school premises in a manner which supports the spirit and ethos of the school Code of Behaviour

School Expectations

Respect for person and property and the need for order and boundaries are the underlying principles for our school rules. All pupils are expected to behave in a responsible manner towards themselves and others, showing respect and courtesy to all members of the school community and towards visitors to the school. Respect must be shown at all times for the property of the individual and the school. While expecting good behaviour from all pupils we realize the value of praise and rewards. Positive reinforcement is used as often as possible to encourage self-confidence and good self-image in all our pupils. Our Code of Behaviour focuses on promoting good behaviour, which is built on respect - for ourselves, for each other and for our school. There are a number of specific rules regarding punctuality etc. which are included in Appendix A to this policy, but in general our rules can be expressed very simply as:

- Have **respect** for yourself.
- Have **respect** for others.
- Have **respect** for your school.

Behaviour that does not conform to one or more of these rules can be considered unacceptable. The list of rules may vary slightly from time to time, depending on circumstances and as the need arises. These rules are brought to the attention of the children through the class teachers on a regular basis and, in any event, at the start of each term.

Acknowledging Good Behaviour:

Good behaviour is acknowledged in a variety of ways including;

- Praise and encouragement are dispensed when merited.
- Token rewards are dispensed at the teachers' discretion when merited.
- Favourable commendation is awarded to pupils in public, in classrooms and at school assembly when merited.
- A positive comment on work completed.
- Positive notes to parents acknowledging good behaviour.
- Pupil of the week.
- Golden time.
- Visiting Principal's office to receive recognition of special achievement or effort
- Homework vouchers.

How Pupils, Staff and Parents help each other meet standards expected in our school:

Support for one another is demonstrated in a variety of ways:

- Open lines of communication between teachers and pupils, and, between home and school are established and nurtured.
- The school's Code of Behaviour and the appended school rules are made available to all parents on enrolment.
- The school rules are revised with pupils at the start of each school term by the class teachers.
- The principal revises with pupils the definitions of bullying, what pupils should do if they are bullied, and, the consequences of engaging in bullying behaviour at assemblies at the start of each school term.
- Advice and guidance to pupils on how to behave is offered in many situations each day by teachers.
- Pupils help draft rules for the classroom at the start of each year.
- Pupils are encouraged to speak with one another about their experiences, highlighting their successes and analysing their disappointments.
- The Social Personal and Health Education curriculum provides opportunities for developing cooperative and supportive mechanisms for addressing obstacles to achievement.
- Parents support pupils and teachers when behaviour issues arise by working with them to overcome difficulties.
- Parents familiarise themselves with the Code of Behaviour & the Bí Cineálta Policy.

Dealing with minor issues:

Pupils are encouraged from a young age to work towards resolving issues themselves and the skills to do so are both taught and modelled by teachers.

The school operates a protocol of resolving issues at the lowest level possible and so the class teacher will always attempt to help when things go wrong. Parents approach the class teacher, therefore, in the first instance to resolve concerns they may have.

Pupils bring behaviour issues to teachers for resolution when they are unable to resolve them and teachers encourage, support and show pupils how they may be able to resolve these issues. In this way, pupils are building up the skills necessary for the resolution of issues in later life and they are building resilience simultaneously.

When the teacher judges it is necessary, (s)he will become involved and help resolve a behaviour issue. The vast majority of issues will be resolved at this point. This may happen with or without consulting the parent or the principal or another designated senior member of staff.

Parents are kept informed, as appropriate, about the resolution of behaviour issues and the teacher makes decisions on when this is appropriate. Teachers will respond to parents' queries as they arise, in a timely manner. Teachers act on the principle that it is better for parents to be aware than not aware of behaviour issues which arise.

The principal may intervene informally in the resolution of minor issues, as appropriate.

Dealing with more serious issues:

The school operates a protocol for resolving issues at the lowest level possible.

In general, when behaviour issues arise which require a sanction either because of the level of disruption, upset or hurt caused, or, because of the persistence of the disruption, upset or hurt, the teacher, (and sometimes the teacher together with the principal) will investigate matters and the teacher, (and sometimes the teacher together with the principal) will decide on the appropriate sanction.

Strategies to deal with issues –

A Graded Response To Minor Misdemeanours (Mainstream Class Setting):

The class teacher will be responsible for dealing with all minor misdemeanours in relation to the code of behaviour. In considering the seriousness of misbehaviours the class teacher will consult the Principal as necessary. Pupils will not be left in an unsupervised situation e.g. a corridor while in the care of the school. The following are the measures that will be taken to help a child learn appropriate behaviour within the school environment:

1. Checking in with the child and parents to see if there is anything from the external environment that may be causing distress for the child.
2. Reasoning with the pupil & positively reinforcing expected behaviours.
3. Verbal Reprimand, including advice on how to improve.
4. Temporary separation from peers, friends or others to reflect upon their behaviour.
5. Request that pupil write a reflection with their parents of the event that occurred and write a note of apology to be countersigned by parents.
6. Temporary removal to another classroom.
7. Note in journal to be signed by parents (see appendix c).
8. Loss /Withdrawal of privileges.
9. Formal letter home to be signed by parents/guardians.
10. Referral to Principal.
11. Detention during a break period.
12. Meeting with parents to discuss strategies for improving child's behaviour.
13. Formal report to the board of management.
14. Suspension/Expulsion (In accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act. 2000).

*Normally the steps 1-9 will be administered in sequence. However the teacher may omit some stages depending on the nature of the misbehaviour.

A Graded Response To Minor Misdemeanours (Special Class Setting):

The special class teacher will be responsible for dealing with all minor misdemeanours in relation to the code of behaviour. In considering the seriousness of misbehaviours the class teacher will consult the Principal, as and where necessary. Pupils will not be left in an unsupervised situation at any stage, where misbehaviours of any nature have occurred. The following are the measures that will be taken to help a child within the special class setting learn appropriate behaviour within the school environment:

1. Checking in with the child and parents to see if there is anything from the external environment that may be causing distress for the child.
2. Reasoning with the pupil & positively reinforcing expected behaviours.
3. Verbal Reprimand, including advice on how to improve.
4. Temporary separation from peers to a quiet space to allow the child to regulate their behaviour.
5. Loss /Withdrawal of privileges.
6. Formal letter home to be signed by parents/guardians.
7. Referral to Principal.
8. Meeting with parents to discuss strategies for improving child's behaviour and to develop an individualised behavioural support plan.
9. Formal report to the board of management.
10. Suspension/Expulsion (In accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act. 2000).

*Normally the steps 1-6 will be administered in sequence. However the teacher may omit some stages depending on the nature of the misbehaviour.

Steps taken will be relative to the gravity of the misbehaviour, with due regard to age and emotional development i.e. minor misbehaviours (eg: talking out of turn in class) will begin with step one, more serious misbehaviours (eg: intentionally damaging school property, threatening violence towards fellow students or staff) will move straight to step five and six.

Where there is a pattern of daily repetitive minor misbehaviours (steps one, two and three, etc.), the child will begin their day on a higher step until the teacher has seen evidence of improved behaviour. Where there is no improvement, parents will be invited to the school to discuss the matter with the class teacher.

Where there is a pattern of regular serious misbehaviours, the child will begin on a higher step and an individualised behavioural plan may be created to be signed by

the child, the teacher and the parent(s). In this event, the parent(s) will have visited the school and will be aware of the gravity of the situation.

Please note;

Pupils will not be consistently deprived of engagement in a curricular area in general, but they may be removed from lessons for serious misbehaviour or for the health and safety of others i.e. when other children may be affected physically or emotionally by the child's behaviour. Should the child refuse to leave the room upon request, their parents will be expected to remove their child from the premises in view of the health and safety risk.

A parental visit to the school is vitally important as it shows the child that all parties care about the child's behaviour, that they are willing to give time to help the child to solve the problem and also gives a valid opportunity to the parent to raise the Behavioural Policy with the child outside of the school setting in their role as the primary educators of their children. All interactions between parents and teachers should be respectful and in line with the Health & Safety Statement, Dignity at Work Place Act & the Parental Complaints Procedure. It is the parents' responsibility to engage fully with any attempts to help the child within the school and to follow up with recommended external agencies. If it is found that the parents are unwilling to support their child in this way, the matter will be referred to the Educational Welfare Officer designated to the area.

Where possible and appropriate, the class teacher will make every effort to ensure that an individual child's behaviour does not result in a collective sanction for a group/class group of students.

A Response To Gross Misconduct (Mainstream & Special Classes):

Types of behaviour considered as gross misconduct within the school are as follows;

- Causing physical harm to others such as kicking/pushing/biting/punching, where medical attention is required.
- Persistent assault, where a child is striking a fellow student or staff member and is unable to stop.
- Kicking, punching or striking to the head of a fellow student or staff member.
- Resulting from the behaviour of a child, that classroom activities are continually disrupted.
- Where the safety of a child, other children or staff member cannot be guaranteed due to the intensity of the child's behaviour.
- Where damage to school property is such that normal school activities are continually disrupted.
- Due to behaviour associated with a diagnosis that a child is unable to cope with school attendance and likewise, the school staff are not qualified or trained to provide the necessary intervention.

- Inappropriate sexualised touching of other students/members of staff.
- Verbal abuse that contains explicit language towards a fellow student or towards a member of staff.

**This list is not exhaustive*

Procedures For Dealing With Gross Misconduct:

- Incident reports should be compiled and retained.
- An initial and subsequent meeting/phone calls with parents as part of the process of managing behaviour and ensuring parents are kept informed.
- Referral to professionals working in external agencies for guidance, referral and assessment.
- Considered thought to relevant training and continuing professional development of staff.
- Deal with the behaviour in situ, with all available necessary support, where possible.
- If the behaviour cannot be dealt with in situ, it should be dealt with in an alternative setting within the school, with the necessary support.
- In circumstances where single incidents of behaviour are very aggressive, threatening or violent towards fellow students and staff members, or where behaviour puts the child themselves at danger of causing harm to themselves, the child's parent(s) will be called and asked by the school principal to take the child home for the remainder of the school day.
- Where the Principal/Deputy Principal, in consultation with the parents, the Board of Management and members of an external multi-disciplinary team, in certain circumstances determine that the health and safety risk of the child, other children or staff is high, the child may be suspended immediately for 3 days, and for a further period at the discretion and sanctioning of the school's Board of Management.

Children with Special Educational Needs (Mainstream & Special Classes):

It is the aim of this school to provide a safe and supportive environment, which promotes the educational, social, emotional and behavioural development of all students.

In accordance with our Special Educational Needs Policy, a Continuum of Support is used, whereby a child identified with Special Educational Needs or Emotional & Behavioural difficulties may be supported with an Individualised Behavioural Plan. The Continuum of Support guidelines encompass a problem-solving approach to understanding and developing interventions for pupils experiencing a range of learning and behavioural difficulties.

In some instances, behaviours of concern may occur. A behaviour of concern is *'behaviour, within the context of the school, which prevents participation in appropriate educational activities; often isolates children from their peers; affects the learning and functioning of other pupils; significantly reduces the opportunities for*

involvement in ordinary community activities; makes excessive demands on staff and resources; places the child or others in physical danger'

(Harris, Cook & Upton, 1996).

In supporting the child with special needs and dealing with any behaviour of concern, cognisance is taken of each individual child's context (eg: sensory sensitivities, cognitive abilities, etc.) and this will inform the approach taken when providing behavioural support for individual students. The Managing Behaviours Of Concern Addendum/Appendix to this policy clearly outlines a set of procedures to follow for managing such behaviours. The school is committed to working with parents to help reduce problematic behaviours. In the event of ongoing serious behaviours of concern, or a single serious event that endangers health and safety of the child/children/ member(s) of staff, it is at the discretion of the Principal, in consultation with the Board of Management, to move to serious sanctions as outlined in the general policy.

Record Keeping:

In the event that a pupil is in breach of school / playground rules, the pupil is informed that his / her name is being entered in the class/ yard notebook. The class notebook is maintained by the class teacher. The yard notebook is maintained by the teachers on yard duty and should be checked by the class teacher. If a pupils name appears frequently in the notebook in one week a note (Appendix C) will be sent home to be signed by parents/guardians. If this occurs for a second time in one term a second standard note is sent by the class teacher inviting the parents to a meeting to discuss strategies to help the pupil improve his/ her behaviour. (Appendix D)

Suspension:

The Board of Management has the authority to suspend a pupil. Any such decision will comply with the terms of the *Education Welfare Act 2000*, Section 23 (2), and the N.E.W.B. Guidelines for Schools contained in "*Developing a Code of Behaviour*" Chapters 10 and 11. Only in the most exceptional circumstances will suspension be considered. The decision to suspend a pupil requires serious grounds such as;

- The pupil's behaviour has a serious detrimental effect on the education of other pupils.
- The pupil's continued presence in the school at this time constitutes a threat to safety.
- The pupil is responsible for serious damage to property.
- A single serious instance of misconduct may be grounds for suspension.
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In cases where suspension is being considered, (excluding automatic suspension) and before any form of suspension is imposed, parents will be invited to attend at the school to discuss their child's behaviour. If the Principal and the Chairman of the Board of Management are satisfied with undertakings given by the parents of the child and by the child concerned then any suspension being contemplated may be deferred.

Any suspension to be imposed will be notified to parents in advance and a return time and date specified. The Principal will reintroduce any suspended pupil to his or her class as specified. At the time of return from suspension, it will be necessary for a child and his or her parents to give a formal undertaking that the behaviour which led to suspension will not be repeated. The Principal and, in his or her absence, the Deputy Principal or the Chairperson of the Board of Management have been authorised by the Board of Management to impose suspension, when necessary.

In the most exceptional of circumstances, and only in the case of very serious or gross misbehaviour, the Board of Management has authorised the Chairperson of the Board of Management and the Principal, acting together, to sanction an immediate suspension, pending discussion of the matter with parents. Additionally, the Principal and Chairperson acting together may, at their joint discretion, remove a suspension already imposed in light of changed circumstances or representations which, in the opinion of the Principal and Chairperson, warrant such removal. Procedures to be followed in relation to Suspension are outlined in Appendix B.

Expulsion:

The Board of Management has the authority under the Education Welfare Act 2000 Section 24 to expel a pupil. This authority is a reserved function of the Board of Management and is not delegated to the Principal. Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil. Any such decision will comply with the terms of the *Education Welfare Act 2000*, Section 23 (2), and the N.E.W.B. Guidelines for Schools contained in “Developing a Code of Behaviour.” Procedures relating to Expulsion are set out in Appendix C.

When the code of behaviour applies:

The school’s Code of Behaviour applies during school hours, at all extra-curricular activities, at swimming classes, at all fundraising and social events organised by the school and the school’s Parent’s Association, on school tours, and at all events organised by, on behalf of, or in the name of Scoil San Carlo S.N.S.

**The Code of Behaviour also applies to Online/Distance/Remote Learning situations such as Seesaw platform or Video-conferencing sessions (Addendum - March 2021).*

Bullying:

In dealing with incidences of bullying behaviour, teachers have regard to the school's Bí Cineálta Policy, which has been drawn up in accordance with the D.E.S. Cineáltas: Action Plan on Bullying which was published in December 2022, which is available to parents online and in a hard copy if requested. Bullying is defined as unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time. In addition, in the context of these procedures placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Isolated or once-off incidents of intentional negative behaviour including a once-off offensive or hurtful text message or other private messaging do not fall within this definition of bullying and shall be dealt with, as appropriate, in accordance with the school's code of behaviour.

A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

The Department of Education & Science has identified a number of different types of bullying, and the school accepts and concurs with this elaboration of what constitutes bullying. This includes physical aggression, damage to property, extortion, intimidation, isolation, cyber-bullying and name-calling. It is well recognised that bullying can have a very serious effect on individuals and, for this reason, any incidents of bullying that are brought to the teachers' attention are always dealt with promptly in accordance with D.E.S. Procedures and school policy.

As many young children may be unaware that the behaviour they engage in may be described as bullying, measures are taken both in school assembly and in classrooms to ensure that children understand the types of behaviour constitute bullying. This includes the teaching of the Stay Safe programme in 3rd and 5th classes every year.

Absences / Communication (see also School Attendance Policy)

The *Education (Welfare) Act, 2000*, Section 18, requires parents to notify the Principal of a school of the reasons for a child's absence. Section 23 of the same Act requires the Code of Behaviour of a school to outline the procedures to be followed relating to notification of a child's absence from school. In compliance with these sections, the following procedures apply.

For absences of pupils from school;

i) Parents / guardians will be informed via text message that their child is absent from school and reminded that a written explanation for the absence must be provided on the child's return to school or submitted during absence via the *Aladdin Connect mobile application*.

ii) Parents will supply an absence form upon the return of the child to school outlining the reason(s) for absence.

The Education (Welfare) Act 2000, Section 21(4) requires a School Principal to inform an Educational Welfare Officer in writing if the aggregate number of school days on which a student is absent from school during a school year is 20 days or more. Additionally, Section 21(4) authorises the School Principal to notify an Educational Welfare Officer if, in the opinion of the Principal, a child "is not attending school regularly". For further details please see the school Attendance Policy

It is necessary on occasions, for a variety of reasons, for pupils to leave school early. Written notification of this, outlining the reason(s), must be given to the teacher in advance. Parents, or others acting on behalf of parents, who call to collect children early, will call to reception/the school office and sign out the child before the child can leave the building. Under no circumstances are pupils allowed to leave the school building unaccompanied to meet parents or others off-site.

Mobile Phones/Smart Devices:

Any pupil in possession of a mobile phone or smart device must ensure it is switched off at all times while on the school grounds, as outlined in the school's Authorised Use Policy. In the event of parents needing to contact pupils as a matter of urgency the school office may be contacted to forward the message. Likewise pupils may contact parents via the school office with their teachers' permission.

Any pupil found in possession of an active mobile phone will have the phone confiscated until parents/guardians collect the phone from the school and give an undertaking that the behavior will not be repeated.

The taking and sharing of images in the school grounds/premises or on school activities is an unacceptable and absolutely prohibited behavior with serious consequences and sanctions for those involved(see points 9 – 13 of strategies to deal with issues a graded response in this document). The phone will also be confiscated and must be collected by parents/guardians.

In the event that the school judges that any image created, stored or shared to be explicitly inappropriate / sexual in nature the matter will be reported to Túsla and the Gardaí under the school's Child Protection Procedures.

The school will not take any responsibility for the loss or theft of mobile phones.

Good Example:

It is difficult to underestimate the powerful impact of good example on children. Parents and teachers are, to a lesser or greater extent, dominant influences in children's lives and, for this reason, the school holds as an ideal that parents and teachers model good example at all times. The most effective methodology in attempting to manage behaviours of concern is to prevent it occurring in the first place. Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions. The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-esteem and to help children accommodate differences and develop citizenship.

Review:

Our Code of Behaviour will be reviewed annually and from time to time in light of experiences and circumstances that influence change within the school context.

Ratification:

This Code of Behaviour has been formally adopted for use in the school by the Board of Management at its meeting on and formally comes in to operation on 29th September 2025.

Signed on behalf of the Board of Management:

Tony Boland
BOM Chairperson

Cian Forde
School Principal

Date: _____

Appendix A

RULES OF THE SCHOOL

Behaviour in Class:

Pupils are expected to;

- Respect the right of others to learn. Any behaviour which interferes with this right e.g. constant disruption of the class or persistent distracting of others is considered unacceptable behaviour.
- Arrive on time.
- Wear their school uniform.
- Treat themselves, fellow pupils, teachers, other staff and visitors with respect and courtesy at all times.
- Respect the property of others and school property.
- Behave in an orderly and safe manner in the classroom.
- Be attentive and follow teachers' instructions promptly.
- Remain seated, in the interests of safety, if the teacher is out of the room.
- Work to the best of their ability.
- Complete assigned work carefully and neatly.
- Complete assigned homework.
- Bring all necessary materials e.g. pencils, copies, books etc to school each day.

Behaviour in the School Yard:

Pupils are expected to;

- Treat others as they would like to be treated
- Avoid rough play or any behaviour which might endanger others.
- Avoid any behaviour which interferes with the play of others.
- Remain in the yard unless they have the specific permission of a teacher to leave the yard.
- Place litter in a bin.

Behaviour in the School Environs:

Pupils are expected to;

- Enter and leave the school in an orderly manner.
- Move about the school in a quiet and orderly manner.
- Show respect for school property and the property of others.
- Be courteous to all they meet.

APPENDIX B

PROCEDURES FOR SUSPENSION

The Board of Management has the authority to suspend a pupil and may do so for up to 10 consecutive school days at one time or for 20 days in a school year. The authority to suspend a pupil for up to 3 consecutive school days has been delegated by the Board of Management in writing to the principal on 23rd September 2019.

A single incident of misbehaviour may be grounds for automatic suspension.

PROCEDURE FOR SUSPENSION OTHER THAN FOR AN AUTOMATIC SUSPENSION -

When a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the principal will;

- Inform the student and his/her parents about the complaint either by phone or in writing.
- Give the pupil and the parents an opportunity to respond.
- Place the pupil in detention until a determination is made about suspension.

Parents will be given an opportunity to respond, to make their case for lessening the sanction and for the school to explore with parents how best to address the pupil's behaviour.

A pupil will not be suspended for more than 3 days, except in exceptional circumstances where the principal recommends to the board of management that a period of suspension longer than 3 days is needed to achieve a particular objective. The Board of Management considers the following circumstances are ones where the principal would consider recommending 5 days rather than 3 days as an appropriate suspension. Any one of the following on its own may be considered appropriate to warrant a recommendation of 5 days suspension;

- When the pupil fails to recognise or acknowledge the seriousness of the events leading to a proposed suspension
- Where injury has been inflicted on another person to such a degree of severity as to warrant medical attention and/or a visit to a doctor
- Where the pupil continues to display belligerence, hostility or aggression

If a suspension longer than 3 days is being recommended by the principal the matter will be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes. The Board of Management has authorised the principal in writing, with the approval of the Chairperson of the Board of Management, to impose a suspension of up to 5 days in circumstances where a meeting of the board of management cannot be convened in a timely fashion, subject to the guidance already provided to the principal concerning such suspensions.

The Board of Management will not impose a suspension of more than 10 consecutive school days on a pupil at any one time.

The Board of Management will offer an opportunity to parents/guardians to appeal a principal's decision to suspend a pupil for 3 days. If an appeal is to be entertained before a suspension is to take place, then the pupil will automatically be placed in detention until the appeal is complete and the appeal decision is relayed to parents. If the appeal against the decision to suspend is not upheld, or if the period of suspension is altered but not set aside, then the suspension will begin as soon as practicable after the decision on the appeal is relayed to parents, normally starting the next school day. This applies to suspensions up to 20 days in total for one or more separate periods of suspension in any given school year. The Board of Management will formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which a pupil has been suspended in the current school year to 20 days or more.

Where the total number of days for which a student has been suspended in the current school year reaches 20 days, the parents may appeal the suspension under section 29 of the ***Education Act 1998*** as amended by the ***Education (Miscellaneous Provisions) Act 2007***.

The principal will notify the parents in writing of the decision to suspend their child and the letter will confirm:

- The period of suspension and the dates on which the suspension will begin and end.
- The reasons for the suspension.
- Any study programme to be followed.
- The arrangements for returning to school including any commitment to be entered into by the pupil and the parents.
- The provision for an appeal to the Board of Management.
- The right to appeal to the Secretary General of the Department of Education and Science.

A suspension may be removed or altered either immediately or retrospectively if the Board of Management decides, or, if the Secretary General of the Department of Education and Science directs it to be removed under Section 29 of the **Education Act 1998** as amended by the **Education (Miscellaneous Provisions) Act 2007**

PROCEDURES FOR AUTOMATIC SUSPENSIONS

The principal has been authorised in writing on 23rd September 2019 to impose an automatic suspension where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of students or staff or any other person or for any one of the named behaviours listed below;

- The use of an offensive weapon or material to inflict injury or harm on another person or to threaten to inflict injury or harm on another person.
- The defiant refusal to carry out the instruction of a teacher.
- To protect the safety of the pupil or other pupils or staff.
- The deliberate destruction of school property.

In the circumstances of an automatic suspension, the parents will be notified and arrangements made with them for the student to be collected. No pupil will be sent home alone.

In the circumstances where an automatic suspension is considered by the principal to be warranted for one or more of the named behaviours, a preliminary investigation will be conducted to establish the case for the imposition of the suspension. A formal investigation will immediately follow the imposition of an automatic suspension during which the suspended pupil will be invited to the school to be interviewed by arrangement in the school either in the presence of his/her parents or not.

REINTEGRATING THE PUPIL AND STARTING WITH A CLEAN SLATE -

The principal will arrange for a member of staff to provide support for the pupil during the reintegration process. The pupil will be given the opportunity and support for a fresh start.

RECORDING AND REPORTING -

A record of the behaviour and sanction imposed will be kept which will include;

- The investigation including notes of all interviews held.
- The decision making process.
- The decision and the rationale for the decision.
- The duration of the suspension and any conditions attached to the suspension.

The school will then expect the same behaviour of this pupil as of all other pupils.

The principal, if acting on the written delegated authority to suspend, will report all suspensions to the Board of Management with the reasons for and the duration of each suspension.

The principal will report all suspensions to the National Educational Welfare Board (NEWB) in accordance with NEWB reporting guidelines (***Education (Welfare) Act 2000, section 21(4)(a)***)

The Board of Management will review the use of suspension 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 use of suspension is appropriate and effective.

APPENDIX C

EXPULSION PROCEDURES

The Board of Management has the authority to expel a pupil. This authority is a reserved function of the Board of Management and is not delegated to the Principal.

Before expelling a pupil, the school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil including, as appropriate;

- Meeting with parents and the student to try to find ways of helping the student to change their behaviour.
- Making sure that the student understands the possible consequences of the behaviour, if it should persist.
- Ensuring that all other possible options have been tried.
- Seeking the assistance of support agencies, if appropriate

A proposal by the Board of Management to expel a student requires serious grounds, such 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.

PROCEDURES FOR EXPULSION OTHER THAN FOR A FIRST OFFENCE

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the following procedural steps will apply;

- A detailed investigation 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 recommendation and the holding of a hearing.
- Board of Management deliberations and actions following the hearing
- Consultations arranged by an Education Welfare Officer of the National Educational Welfare Board
- Confirmation of the decision to expel.

EXPULSION FOR A FIRST OFFENCE –

The Board of Management reserves the right to expel pupils for a first offence for the following behaviours;

- A serious threat of violence against another pupil or member of staff.
- Actual violence or physical assault.
- The supply of illegal drugs to other students in the school.
- Sexual assault.

RECORDING AND REPORTING -

A record of the behaviour and sanction imposed will be kept which will include;

- The investigation including notes of all interviews held
- The decision making process
- The decision and the rationale for the decision



Scoil San Carlo Senior Confey
Telephone (01) 624 5002

Pupil's Name: _____

Class Teacher: _____

Date: _____

Dear Parent(s)

I would like to draw your attention to the fact that your child has not co-operated with our school's code of behaviour as indicated below,

- Arrive on time.
- Wear their school uniform.
- Treat themselves, fellow pupils, teachers, other staff and visitors with respect and courtesy at all times.
- Respect the property of others and school property.
- Be attentive and follow teachers' instructions promptly.
- Remain seated, in the interests of safety, if the teacher is out of the room.
- Complete assigned work including homework carefully and neatly.
- Avoid rough play in the playground
- Only leave the playground with the permission of a teacher
- Move about the school in a quiet and orderly manner.
- Mobile phones/Smart devices must be switched off and kept in school bags during school hours.

I would appreciate it if you could discuss this matter with your child. Please sign and return..

Yours sincerely,

Class teacher

Parent's signature



Scoil San Carlo Senior Confey
Telephone 01-6245002

Pupil's Name_____

Class Teacher_____

Date _____

Dear Parent(s)

I would like to draw your attention to the fact that your child for the **second time** this term has not co-operated with our school's code of behaviour as indicated below;

- Arrive on time.
- Wear their school uniform.
- Treat themselves, fellow pupils, teachers, other staff and visitors with respect and courtesy at all times.
- Respect the property of others and school property.
- Be attentive and follow teachers' instructions promptly.
- Remain seated, in the interests of safety, if the teacher is out of the room.
- Complete assigned work including homework carefully and neatly.
- Avoid rough play in the playground
- Only leave the playground with the permission of a teacher
- Move about the school in a quiet and orderly manner.
- Mobile phones/Smart devices must be switched off and kept in school bags during school hours.
-

I would appreciate it if you could contact the school secretary (01) 6245002 to make an appointment to discuss this matter.

Yours sincerely,

Class Teacher



Scoil San Carlo Senior, Confey, Leixlip, Co. Kildare

Tel: (01) 624 5002

Pupil's Name: _____

Date: _____

Dear Parent(s),

I would like to draw your attention to the fact that your child's behaviour has been unsatisfactory as indicated below

- Disruptive in class
- Inattentive in class
- Did not follow teacher's instructions promptly
- Has shown lack of respect towards teacher /pupil/property.
- Class/ homework assignment not completed/ completed unsatisfactorily
- Behaviour in playground unsatisfactory.

I would appreciate it if you would discuss this matter with your child. Please sign and return.

Yours sincerely

Class teacher

Parent's signature



Scoil San Carlo Senior, Confey, Leixlip, Co. Kildare

Tel: (01) 624 5002

Pupil's Name: _____

Date: _____

Dear Parent(s),

I am delighted to inform you
that _____

Congratulations!

Yours sincerely,

Class teacher