



Code of Behaviour

Should there be any discrepancy between the Irish and English in this policy, it is accepted that the Irish is the correct version, and the English is provided as a translation.

This Code of Behaviour was formulated referencing best practice found in "Developing a Code of Behaviour: Guidelines for Schools" produced by the National Education Welfare Board 2008.

1. Introduction

Coláiste na Rinne, a co-educational residential college catering for pupils in 5th / 6th class and Transition Year students operating through the medium of Irish. As children are away from home we aim to offer them a pleasant, safe and secure environment. The child's personal development during his/her time in the College is always emphasised. Good behaviour in the Coláiste is also essential and a high standard of conduct is expected from pupils so that all the College's pupils, staff, and families can enjoy and benefit from their experience at the Coláiste. The College, in aiming for a high standard of behaviour, depends very much on the co-operation and support of parents in this matter. This code was developed through the co-operation of the College community, especially the Coiste Bainistíochta, staff, parents and pupils.

Best practice of positive reinforcement will be adhered to in the College. Good behaviour will be acknowledged and reinforced throughout the College. Reward systems will be routinely used.

2. Main aims, goals, principles and understanding.

2.1 The main aim of this Code of Behaviour is to develop and promote good behaviour.

Our goals for this Code of Behaviour include:

- Creating a climate that encourages and reinforces good behaviour.
- Creating a positive and safe environment for children within the College and on campus.



- Encouraging children to take personal responsibility for their learning and their behaviour.
- Helping young people to mature into responsible participating citizens.
- Building positive relationships of mutual respect and mutual support among children, staff and parents.
- Ensuring that the College's high expectations for the behaviour of all the members of the College community are widely known and understood.
- To develop respect for differences, whether religious or other.

2.2 Principles

There are some basic principles that underpin this code of behaviour:

- Providing clarity.
- Affirming that everyone's behaviour matters.
- Focusing on promoting good behaviour.
- Recognising that relationships are crucial.
- Focusing on personal responsibility.
- Ensuring fairness and equity.
- Promoting equality.
- Recognising educational vulnerability.
- Promoting safety and freedom from threat or damage.
- Ensuring that misbehaviour is not accepted.

2.3 We share these understandings in relation to behaviour.

- That family is the most important element of the variables which affect behaviour.
- The quality of relationships affects behaviour.
- Behaviour can be learned - this means it can change.
- Behaviour takes place within a particular context and in relation to other people.
- Understanding the context is central to understanding the behaviour.
- What adults and other children do in response to a student's behaviour in the Coláiste is critical in influencing the choices children make about how they behave
- Active participation in College activities is closely linked to good behaviour.
- Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour.



3. Understanding behaviour

3.1 Influences on behaviour.

Within-person factors include:

- Age and stage of development.
- Personality and temperament.
- Personal history and experience.
- Physical, sensory or medical characteristics.
- Skills, ability to learn.
- Beliefs about self and others.
- Resilience and self-efficacy.

External and interpersonal factors include:

- Parental and family patterns and relationships.
- Social networks, including friends and peer groups.
- Neighbourhood and community factors.
- The status and standing of different groups in society.
- College factors.
- Time, opportunity and support for personal and social development.

3.2 Changing behaviour.

Parents and relevant College staff can influence some of the factors involved in helping children to manage or change their behaviour.

These factors include:

- Motivation.
- Goals.
- Skills.
- Previous experience of trying to change, especially experience of success.
- Parental, family, relevant college staff or other adult and peer support.
- Incentive/reward



3.3 Standards of behaviour

Behaviour which is not permitted:

- Behaviour which hurts others.
- Behaviour which disrupts the daily activities of the College.
- Threats.
- Damage to property.
- Stealing.

The College's standards of behaviour:

- Provide clarity for children about the Coláiste's high expectations for their behaviour.
- Set goals for children that will guide them in moving towards mature and appropriate behaviour.
- Serve as a practical tool to help children to conduct themselves showing respect, tolerance, and acceptance of everyone in the College.

3.4 Values

Our standards of behaviour reflect these values:

- Respect for self and others.
- Kindness and willingness to help others.
- Courtesy and good manners.
- Fairness.
- Readiness to use respectful ways of resolving difficulties and conflict.
- Forgiveness

3.5 Strategies to encourage good behaviour.

Positive reinforcement of good behaviour is the cornerstone of our Code of Behaviour. These are our strategies for encouraging good behaviour.

Children are more likely to behave well when:

- They can see that the Code of Behaviour works in a fair way.
- There are standards that set high expectations for student behaviour.
- The standards are clear, consistent, and widely understood.
- Parents support the College by encouraging good behaviour.
- There are good relationships between parents, children, and College staff where there is a happy atmosphere / environment which pervades
- Adults model the behaviour that is expected from children.



- Children are given responsibility in the College and are involved in the development of the Code of Behaviour.
- They understand why the code is important and their part in making it work.
- Positive everyday interactions between College staff and children.
- Clear boundaries and rules for children.
- Helping children themselves to recognise and affirm good behaviour.
- Recognising and giving positive feedback about behaviour.
- Involving children in the preparation of the Coláiste's rules.
- To be aware and understanding of disadvantage and differences.
- To give prizes, responsibilities, or privileges.
- To give parents/guardians positive feedback when merited.

3.6A problem-solving approach

An important element of the approach to a student's inappropriate behaviour is a problem-solving approach, that is, one where the relevant College staff member responds to the unwanted behaviour using these steps:

1. Gather information. Children give a written account 'Cuntas' of what has happened. Understand the context and the factors that may be affecting behaviour.
2. Generate ideas about possible solutions that take account of the reasons why it may be happening / has happened.
3. Decide and agree on specific strategies.
4. Implement the agreed strategy consistently.
5. Review progress: evaluate the impact and effectiveness of the intervention.

4.0 Rules and Sanctions

4.1 Guidelines for Students

As a student, you agree to:

- Speak in Irish at all times.
- Be on time for all activities.
- Do your best.
- Help to create a positive safe environment.
- Show respect to other students.
- Show respect to staff and other adults.



- Participate in College activities.
- Respect College property and its environs.
- Adhere to all College rules.

4.2 Riail na Gaeilge

The basic rule in Coláiste na Rinne is that Irish is the language of communication at all times. If the rule is broken it is dealt with under 'Riail na Gaeilge'.

4.3 Unacceptable behaviour:

- Any type of bullying.
- Any behaviour that hurts others.
- Behaviour that affects daily College activities.
- Damage to possessions.
- Theft.
- Not adhering to Coláiste rules.
- Taking dangerous/illegal substances onto the College premises.

4.4 Sanctions

4.4.1 The purpose of sanctions is to bring about a change in behaviour by:

- Helping children to learn that their behaviour is unacceptable.
- Helping them to recognise the effect of their actions and behaviour on others.
- Prevent serious disruption to the day to day running / activities of the Coláiste.
- Keep the student, or other children or adults, safe.

4.4.2 A sanction should be used in a respectful way that helps children to understand the consequences of their behaviour and to take responsibility for changing that behaviour.

In particular, a sanction should:

- Defuse and not escalate a situation.
- Preserve the dignity of all the parties.
- Be applied in a fair and consistent way.
- Be timely.



4.4.3 The following are the strategies employed to deal with misbehaviour, depending on how serious any incident might be. Though they are in general order of importance they need not be followed one after the other.

- The child(ren) will be spoken to. This may be done quietly and discretely or as meeting as a group or entire cohort of students.
- The relevant staff member will speak informally to parents outlining the misbehaviour.
- The Director may speak to the child.
- Parents will be obliged to pay if any damage has been done to property.
- Formal report to Coiste an Choláiste.

4.4.4 Inappropriate sanctions include:

Physical punishment or the threat of physical punishment.

Ridicule, sarcasm or remarks likely to undermine a student's self-confidence.

Public or private humiliation.

Applying sanctions to whole groups in cases of individual or small group wrongdoing.

Leaving a student in an unsupervised situation (e.g. a corridor) while in the care of the Coláiste.

Persistent isolation of, or ignoring, a student.

Sanctions that are used in a discriminatory way.

5 Suspensions and expulsions

5.1 Fair procedures based on the principles of natural justice

We recognise that fair procedures have two essential parts:

1. the right to be heard
2. the right to impartiality

The right to be heard means:

- The right to know that the alleged misbehaviour is being investigated.
- The right to know the details of the allegations being made and any other information that will be taken into account.
- The right to know how the issue will be decided.



- The right to respond to the allegations.
- Where the possible sanction is of a serious nature, the right to be heard by the decision-making body.
- Where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The right to **impartiality** means:

- the right to an absence of bias in the decision-maker
- the right to impartiality in the investigation and the decision-making.

Freedom from bias entails ensuring that a person with an interest in the matter is not involved in the investigation or decision-making. If a person has pre-conceived opinions, a vested interest or personal involvement in the matter, they should not attempt to settle that matter. An impartial process is one that allows a decision to be made based on an unbiased evaluation of information and evidence. Generally, impartiality requires that the investigation is separated from the process of making a decision so that the decision-maker comes to the task with an open mind.

5.2 Applying fair procedures in the College.

In the Coláiste, fair procedures apply to:

- The investigation of alleged misbehaviour that may lead to suspension or expulsion and
- The process of decision-making as to
 - (a) Whether the student engaged in the misbehaviour and
 - (b) What sanction to impose.

The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of the Coláiste.

The principles of fair procedures always apply, but the degree of formality required in implementing fair procedures will depend on the gravity of the alleged misbehaviour and on the seriousness.

The level of formality required, for example for a suspension of fewer than three days, would be less than that required in the case of a longer suspension or in



circumstances that might lead to an expulsion. Even informal processes, however, must be fair and be seen to be fair.

The principles of ensuring the right to be heard and the right to impartiality apply in all cases.

The right to be heard means that a student and their parents are fully informed about an allegation and the processes that will be used to investigate and decide the matter. They must be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed.

Absence of bias in the decision-maker would mean, for example that if the child of a staff member was accused of misconduct that might warrant suspension or expulsion, that particular staff member would not be involved in the decision

Similarly, if the child of a member of Coiste Bainistíochta an Choláiste was accused of misconduct, that parent would absent themselves from the Coiste for any consideration of the matter by the Coiste.

The principle of impartiality in decision-making means it is preferable that, where possible, the Director arranges for another member or members of staff to conduct the investigation and to present a full report on the facts of the case and any other relevant information to the Director. The Director is then free to take a view about whether or not the student engaged in the behaviour and about the sanction, based on the report of the investigation.

Where circumstances require the Director to conduct the investigation as well as making a finding and proposing the sanction, he or she must not only act fairly but be seen to act fairly. It is incumbent upon the Director to review the investigation to ensure that it has been fully and fairly conducted. It should be evident to the student, parents, staff and other students that the Director, as decision-maker, is basing his/her decision, in an objective way, on the findings of the investigation.

The person alleging the misbehaviour, or who is a victim, or a witness should not usually conduct the investigation. Thoughtful application of professional judgement and knowledge of the requirements of fair procedures will generally guide decision-making about suspension and expulsion.



However, in circumstances of particular complexity, Coláiste authorities may need to seek legal advice to support their decision-making.

Suspension as part of a behaviour management plan.

Suspension should be part of an agreed plan to address the student's behaviour.

The suspension should:

- Enable the Coláiste to set behavioural goals with the student and their parents;
- Give College staff an opportunity to plan other interventions;
- Impress on a student and their parents the seriousness of the behaviour

5.3 Authority to suspend

Coiste Bainistíochta Choláiste na Rinne has the authority to suspend a student. Where this authority is delegated to the Director, the delegation should be done formally and in writing. The authority delegated to the Director in respect of suspension should state any limits on that authority, and specify how the Director is accountable to the Coiste Bainistíochta for his or her use of that authority. See Appendix 3.

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and College staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as that:

- the student's behaviour has had a seriously detrimental effect on the education of other children the student's continued presence in the Coláiste at this time constitutes a threat to safety
- the student is responsible for serious damage to property a single incident of serious misconduct may be grounds for suspension.
- A list of behaviours that may lead to suspension – Appendix 2

5.4 Determining the appropriateness of suspending a student

These questions should be considered when considering suspension (or expulsion):

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?



- Has the problem behaviour escalated, in spite of the interventions tried?
- What are the circumstances of the incidents of serious misbehaviour (e.g. Dormitories, Dining room, Astro-turf / yard, Games and recreational activities)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, additional educational needs)?
- How are other children and staff affected by the student's behaviour?
- What is the impact of the behaviour on the daily life in the Coláiste?
- Does the behaviour have a particular or greater impact on some children or staff members?
- Does the student understand the impact of their behaviour on others?
- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of National Educational Psychological Service (NEPS) or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)? CAMHS
- Does the student's behaviour warrant suspension?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?
- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?



- How will suspension help college staff or other children affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?

5.5 Suspension as part of a behaviour management plan

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The suspension should:

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- give college staff an opportunity to plan other interventions
- impress on a student and their parents the seriousness of the behaviour.

5.6 Forms of suspension

5.6.1 Immediate suspension

In exceptional circumstances, the Director may consider an immediate suspension to be necessary where the continued presence of the student in the College at the time would represent a serious threat to the safety of children or staff of the College, or any other person. Fair procedures must still be applied.

5.6.2 Inappropriate use of suspension

Children should not usually be suspended for:

- poor academic performance
- poor attendance or lateness
- minor breaches of the code of behaviour.

However, any behaviour that is persistently disruptive or potentially dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.



5.6.3 Rolling suspension

A student should **not** be suspended again shortly after they return to Coláiste 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.

5.6.4 Informal or unacknowledged suspension

Exclusion of a student for part of the school day, as a sanction, or asking parents to keep a child from the Coláiste, as a sanction, is a suspension. Any exclusion imposed by the College is a suspension and should follow the Guidelines relating to suspension. See Department of Education, Circular 0047/2021 – Guidelines for the use of Reduced School Days in Schools.

6 Suspension

6.1 **Procedures in respect of suspension**

The Coláiste will follow fair procedures when proposing to suspend a student where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension.

The Coláiste should observe the following procedures:

- inform the student and their parents about the complaint
- give parents and student an opportunity to respond.

6.1.1 Informing the student and the parents

Let the student and their parents know about the complaint, how it will be investigated, and that it could result in suspension. Parents may be informed by phone or in writing, depending on the seriousness of the matter. Informing parents in writing has the benefit of ensuring that there is a formal and permanent record of having let parents know. It also ensures that parents are clear about what their son or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the College views the alleged misbehaviour.



6.1.2 The opportunity to respond

Parents and student should be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the student and their parents provides an 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 College to explore with parents how best to address the student's behaviour. If a student and their parents fail to attend a meeting, the Director should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the College authorities to make a decision to respond to the negative behaviour. The College should record the invitations made to parents and their response.

6.2 Procedures in relation to immediate suspension

Where an immediate suspension is considered by the Director to be warranted for reasons of the safety of the student, other children, 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. All of the conditions for suspension apply to immediate 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 College must have regard to its duty of care for the student. In no circumstances should a student be sent home from the Coláiste without first notifying parents.

6.3 The period of suspension

A student should not be suspended for more than three days, except in exceptional circumstances where the Director considers that a period of suspension longer than three days is needed in order to achieve a particular objective. If a suspension longer than three days is being proposed by the Director, the matter should be referred to the Coiste Bainistíochta for consideration and approval, giving the circumstances and the expected outcomes. However, the Coiste Bainistíochta may wish to authorise the Director, with the approval of the Chairperson of the Coiste, to impose a suspension of up to five days in circumstances where a meeting of the Coiste cannot be convened in a timely fashion, subject to the guidance concerning such suspensions.



The Coiste Bainistíochta should normally place a ceiling of ten days on any one period of suspension imposed by it. The Coiste should formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998.

These provisions enable college authorities to give the student a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of college. They recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in college procedures. The provisions mean that the Coiste Bainistíochta takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach twenty days in one school year and, therefore, might lead to an appeal.

6.4 Appeals

The Coiste Bainistíochta should offer an opportunity to appeal the Directors decision to suspend a student. In the case of decisions to suspend made by the Coiste Bainistíochta (see 11.6).

6.6 Implementing the suspension

6.6.1 Written notification

The Director should notify the parents and the student in writing of the decision to suspend.

The letter should confirm:

- the period of the suspension and the dates on which the suspension will begin and end.
- the reasons for the suspension.
- any study programme to be followed.
- the arrangements for returning to the college, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour) the provision for an appeal to Coiste Bainistíochta.



Particular care should be taken in communicating with parents who may have reading difficulties, or whose first language is not the language of the college.

6.6.2 Engaging with student and parents

Where a decision to suspend has been made, it can maximise the impact and value of suspension if the Director or another staff member delegated by the Director meets with the parents to emphasise their responsibility in helping the student to behave well when the student returns to the Coláiste and to offer help and guidance in this. Where parents do not agree to meet with the Director, written notification will serve as notice to impose a suspension.

6.6.3 Grounds for removing a suspension

A suspension may be removed if the Coiste Bainistíochta decides to remove the suspension for any reason.

6.6.4 After the suspension ends

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

6.6.5 Re-integrating the student

The college should have a plan to help the student to take responsibility for catching up on work missed. This plan will help to avoid the possibility that suspension starts or amplifies a cycle of academic failure. Successful re-integration goes beyond academic work. A suspended student may feel angry or resentful about their suspension, and these feelings can trigger problems with reintegration which, in turn, may lead to further problem behaviour. Where possible, the college should arrange for a member of staff to provide support to the student during the reintegration process.

6.6.6 Clean slate

When any sanction, including suspension, is completed, a student should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the college should expect the same behaviour of this student as of all other children.



6.7 Records and reports

Formal written records should be kept of 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 Director should report all suspensions to the Coiste Bainistíochta, with the reasons for and the duration of each suspension. The Director is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

6.8 Review of use of suspension

The Coiste Bainistíochta should review the use of suspension in the College at regular intervals to ensure that its use is consistent with College policies, that patterns of use are examined to identify factors that may be influencing behaviour in the College and to ensure that use of suspension is appropriate and effective.

7 Exclusion

7.1 Authority to expel

The Coiste Bainistíochta has the authority to expel a student.

7.2 The grounds for expulsion

Expulsion should be a proportionate response to the student's behaviour. The college should have taken significant steps to address the misbehaviour and to avoid expulsion of a student.

7.3 Expulsion

A proposal to expel a student requires serious grounds. The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, college authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.



7.4 Expulsion for a first offence

There may be exceptional circumstances where the Coiste Bainistíochta forms the opinion that a student should be expelled for a first offence.

The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- a serious threat of violence against another person.
- actual violence or physical assault.
- supplying illegal drugs to other children in the college.
- sexual assault.

7.5 Determining the appropriateness of expelling a student

The Coiste Bainistíochta should undertake a very detailed review of a range of factors in deciding whether to expel a student or not. See 5.5.

7.6 Procedures in respect of expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Director.
2. A recommendation to the Coiste Bainistíochta by the Director.
3. Consideration by the Coiste Bainistíochta of the Director's recommendation; and the holding of a hearing.
4. Coiste Bainistíochta deliberations and actions following the hearing.
6. Confirmation of the decision to expel.

It is a matter for the Coiste Bainistíochta to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Coiste hearing.



Step 1:

A detailed investigation carried out under the direction of the Director

In investigating an allegation, in line with fair procedures, the Director 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 proposed 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 or daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the college 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.

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

Step 2:

A recommendation to the Board of Management by the Director

Where the Director forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Director makes a recommendation to the Coiste Bainistíochta to consider expulsion.



The Director should:

- inform the parents and the student that the Coiste Bainistíochta 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 Coiste Bainistíochta is being asked to consider expulsion.
- provide the Coiste Bainistíochta with the same comprehensive records as are given to parents.
- notify the parents of the date of the hearing by the Coiste Bainistíochta and invite them to that hearing.
- advise the parents that they can make a written and oral submission to the Coiste Bainistíochta.
- ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3:

Consideration by the Coiste Bainistíochta of the Director's recommendation; and the holding of a hearing

It is the responsibility of the Coiste Bainistíochta to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures. The Coiste Bainistíochta should undertake its own review of all documentation and the circumstances of the case.

Where a Coiste Bainistíochta decides to consider expelling a student, it must hold a hearing. The Coiste Bainistíochta meeting for the purpose of the hearing should be properly conducted in accordance with Coiste Bainistíochta procedures. At the hearing, the Director and the parents, or a student aged eighteen years or over, can put their case to the Coiste Bainistíochta in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Coiste Bainistíochta 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 Coiste Bainistíochta should facilitate this, in line with good practice and Coiste Bainistíochta procedures. After both sides have been heard, the Coiste Bainistíochta should ensure that the Director and parents are not present for the Coiste Bainistíochta deliberations.



Step 4:

Coiste Bainistíochta deliberations and actions following the hearing

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

The Coiste Bainistíochta should inform the parents in writing about its conclusions and the next steps in the process.

Expulsion

In the interests of the educational welfare of the student, those concerned should come together to plan for the student's future education. Pending these consultations about the student's continued education, the Coiste Bainistíochta may take steps to ensure that good order is maintained and that the safety of children is secured. The Coiste Bainistíochta may consider it appropriate to suspend a student during this time. Suspension should only be considered where there is a 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 children or staff.

Step 5:

Confirmation of the decision to expel

Where the Coiste Bainistíochta remains of the view that the student should be expelled, the Coiste Bainistíochta should formally confirm the decision to expel (this task might be delegated to the Chairperson and the Director). 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.

7.7 Appeals

A parent, or a student aged over eighteen years, may appeal a decision to expel to the Coiste Bainistíochta.



7.8 Review of use of expulsion

The Coiste Bainistíochta should review the use of expulsion in the Coláiste at regular intervals to ensure that patterns of use are examined to identify factors that may be influencing behaviour in the Coláiste, and to ensure that expulsion is used appropriately.

8.0 Policy Approval

This policy will be reviewed each year by Coiste Bainistíochta an Choláiste, or as soon as practicable following a new law or regulation which impacts on this policy.

9.0 Policy Approval

This document was approved by Coiste Bainistíochta an Choláiste on 26 Lúnasa 2023.



Appendix 1

Procedure for dealing with misbehaviour

In order to establish a common understanding and consistent response the Code of Behaviour classifies misbehaviour into four levels, Caint, Cuntas, Cáta, and Cáta Dearg, based on the degree of disruption caused by the misbehaviour. The disciplinary actions and supportive interventions at each level are set out below.

Caint

Minor breaches, such as the following, will be dealt with informally:

- Failure to wear uniform/tracksuit, except when excused for a good reason by a Bainisteoir Feidhme/Riarthóir na gCinnirí/Banaltra or with a written note from parents/guardians.
- Failure to be on time for sports and activities, mealtimes, bedtime, assembly etc.
- Running on stairs or putting oneself or others in danger against what has been advised.
- Failure to be on time or turn up for personal duties such as collecting Níochán, being late for shower times or school, without permission.
- During structured time, being in the wrong place or somewhere without permission.
- Not putting litter in the correct bins provided.
- Careless about cleaning cubicle or general dormitory area.
- Failure to follow the instructions of the Cinnire, Staff or Riarthóir(i).

Disciplinary Actions:

- Correction by Cinnire or Staff/Management.
- An apology from student.
- Note to parents/guardians – informal.
- Conversation with Riarthóir na gCinnirí.
- Repeated minor breaches may result in a Cuntas (to be decided by Riarthóir na gCinnirí and/or Bainisteoir Feidhme)

Supportive Interventions

Listed below are some examples of informal supportive actions:

- Informal meeting with Student to discuss behaviour, with the option of informal consultation (e.g., with parent(s)/guardian(s) or staff members).
- Informal notes regarding incident/intervention will be retained. This information would be useful should a problem persist.



Cuntas

More serious breaches, such as the following, will be dealt with through our formal disciplinary process:

- Use of foul or offensive language.
- Careless use of Coláiste property.
- Not following direction of Cinnire or Coláiste staff.
- Rough play.
- Repeated disruption of group activity.
- Disrespect towards members of staff.
- Disrespect towards visitors or towards other students.
- Derogatory reference towards another person's race, gender, religion, physical condition, disability, or ethnic origin.
- Use of a mobile phone by a pupil on Coláiste grounds at any time outside of time permitted.

Disciplinary Actions:

- Referral to Riarthóir Cinnirí / Bainisteoir Feidhme
- Written Cuntas where both Student and Cinnire outline the event as it occurred in their own words.
- Written Statement from the student on how they plan to move forward more positively.
- More formal contact with parent(s)/guardian(s).
- Confiscation of items.
- Confiscation of mobile phone during term and a letter home to parents to explain they need to pick the phone up themselves.
- Cleaning up to restore Coláiste buildings, grounds, or furnishings to correct state, where applicable.

Cárta

On being given a third cuntas a student will be issued with a Report Card as a means of monitoring their performance and to encourage them to improve their behaviour. Once issued, a cárta will run for at least one week. Students must present the cárta to each Cinnire at the beginning of each sport/study & night-time for the week. The Cinnire will make a comment on the pupil's behaviour at the end of each activity. Completing a full week without receiving a further cuntas can allow for the removal of a cuntas from the record. This can enable a student to attend a trip if they are at risk of missing out. Parent(s)/guardian(s) will be informed if their child is issued with a cárta.



Disciplinary Actions:

- Should a student receive a fourth cuntas, privileges may be withdrawn i.e an outing may be missed.
- The issuing of a Cárta is seen as a sanction on the student's behaviour. Should misbehaviour continue, requiring more than one cárta to be issued, it may be necessary to proceed to the next phase of the disciplinary structure.

Supportive Interventions:

Listed below are some examples of supportive actions after a cárta is issued:

- Team conference to include Cinnirí, other involved staff, Riarthóirí na gCinnirí and/or Bainisteoir Feidhme.
- Discussion with the parent(s)/guardian(s) and the student to engage in a plan to positively move forward and remove Cuntaisí.
- Behavioural plan agreed upon and discussed with student.
- Cárta in place to help encourage the student to improve behaviour.

Removing a cuntas.

To aid a student to move past a cárta, and to limit the risk of missing an outing or activity, a student can opt to do additional work in order to remove a cuntas from their record. This additional work will be related to the cuntais they have received. This must be agreed with Riarthóir na gCinnirí / Bainisteoir Feidhme and the parent(s)/guardian(s) of the student. This is to encourage students to undo 'negative' behaviour with positive behaviour and is seen as a positive restoration. Samples of this work includes but is not limited to:

- Helping sort out trealamh sport.
- Helping a Cinnire to clean up after an activity.
- Helping sort and arrange laundry.
- Helping with general cleaning duties.

These duties will be done during free time and are the responsibilities of the student to complete. A Cinnire will accompany them and sign off on all work completed and this will be presented to Riarthóir na gCinnirí/Bainisteoir Feidhme. Depending on the breach, more than one duty may need to be completed in order to remove a cuntas.

End of term

Cuntaisí will be removed at the end of every term (Halloween, Christmas, Midterm, Easter) and the student will restart with a clean slate. Cuntaisí in between those times will need to be removed through the good behaviour and/or work of the student to ensure they can participate in all activities and events.



Cárta Dearg

In the case of gross misbehaviour, as set out in Appendix 2, a student will be issued with a Cárta Dearg and their parent(s)/guardian(s) will be contacted immediately.

Disciplinary Actions

Disciplinary actions relating to a Cárta Dearg will be dealt with in line with sections 5, 6 and 7 of this code of behaviour.



Appendix 2

Gross Misbehaviour which may lead to Suspension

- Repeatedly receiving a Cárta and a failure to improve behaviour after warnings regarding future conduct.
- Any act of willful violence and/or unacceptable forms of aggression towards any other person.
- Stealing items which belong to the Coláiste, another organisation, or any other person.
- Taking photos or videos of another person using any mobile device in College or College campus.
- Offensive, homophobic, or racist comments/graffiti in any form including social media.
- Direct abusive language towards any other person.
- Possession / supply or use of alcohol, cigarettes, illegal substances/materials or other dangerous items.
- Bullying and / or Cyber-bullying incident(s).
- Wilful damage or attempted wilful damage of Coláiste property or the property of another person.
- Leaving the Coláiste grounds without permission of Bainisteoir Feidhme and/or notification from parent(s)/guardian(s).
- Discriminatory or prejudicial activities or actions towards another person or group involving gender, religion, disability, or ethnic origin.



Appendix 3

Authority to suspend delegated to the Director

The Director has the Authority to suspend a scoláire for up to 3 days in line with the provisions of the Coláiste na Rinne Code of Behaviour.

The Director shall immediately inform the Coiste Bainistíochta of the decision to suspend a scoláire from Coláiste na Rinne and the reason(s) for this decision.

An extraordinary meeting of the Coiste Bainistíochta shall be held to agree the next steps to be taken in relation to the scoláire in question.



Appendix 4

Report on an Incident(s)

Name of Child	
What was happening at the time?	
Where did the incident occur?	
Tell us what happened?	
Who were the adults there?	
Who was involved?	
Was anyone hurt?	
Who was dealing with the incident(s)?	
What was the outcome?	
Any follow-up required?	
Are Parents/Guardians aware of the incident(s)?	
Signed:	Date:



Appendix 5

Behaviour Report

Name: _____

Date: _____

The Coláiste rule I broke: _____

This is what happened: _____

This is why I done it: _____

This is what I should have done: _____

What can I do to rectify things: _____

Notes from Cinnire / Bainisteoir Feidhme: _____

Signed - Student: _____ Date: _____

Signed – Parent/Guardian: _____ Date: _____

Signed Cinnire/B. Feidhme: _____ Date: _____



Appendix 6

Reflection on Behaviour

Answer your questions in complete sentences using the words in the question.

Think carefully about your answers.

How are you in trouble?: _____

Why was it wrong, What did you do? _____

What can you do to stay away from trouble the next time? _____
