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Coláiste Gleann Lí

*Clash Road,
Tralee, Co. Kerry.
066 71 22552*

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Code Of Behaviour



Office Hours

10am – 12pm
2pm – 3.30pm



BORD OIDEACHAIS
AGUS OILIÚNA CHIARRAÍ
KERRY EDUCATION
AND TRAINING BOARD

School Manager

Mr. Richard Lawlor

Code of Behaviour Coláiste Gleann Lí

How our code was developed.

This Code of Behaviour has been devised by the staff of Coláiste Gleann Lí in consultation with the members of the Board of Management, and the Parents Council. It was devised during the 2013/2014 school year using the Guidelines for Schools issued by the National Education Welfare Board.

Our vision for relationships.

We expect respectful behaviour towards every person in Coláiste Gleann Lí irrespective of age, gender, race, nationality, cultural background, religious beliefs, and sexual orientation.

Mission Statement

Coláiste Gleann Lí is a multicultural, multi-denominational, co-educational post-primary school where all members of the school community are valued irrespective of age, gender, academic ability, class or creed.

Coláiste Gleann Lí staff will endeavour to provide a quality post-primary education open to all students in the community combining instruction in academic, artistic and technological subjects delivered in a caring and motivational environment.

In Coláiste Gleann Lí the staff members are committed to using the latest technology to prepare the students for today's and tomorrow's world.

Learning, Caring, Respect, and Inclusion in an innovative environment.

The expectations for students, staff and parents and how they will treat each other

Common Courtesies

Teachers will have a common approach towards modelling respectful behaviour both inside and outside the classroom. Common courtesies will be explained to all incoming students. For example: how to meet and greet teachers, fellow students etc., how to enter a room correctly, how to ask for permission to leave the room, how to greet visitors to the school, how to behave in corridors, canteen areas, school grounds, on trips and on school outings. Etc.

Communications

Inside and outside of the classroom, communicating effectively means actively listening without interrupting, as well as speaking in a quiet, respectful manner.

English will be the spoken language of the classroom and corridors (apart from in French and Irish class). Teachers may allow the use of students' first language in certain circumstances.

How students, teachers and parents can help to promote a positive school.

Positive School:

We in Coláiste Gleann LÍ believe that mutual respect is the key to achieving a happy safe, co-operative working and learning environment which is positive to all involved. We should build positive relationships with each other. This includes all members of the school community: caretakers, caterers, classroom assistants, cleaning staff, ground staff, management, office staff, students, teachers and visitors. Everyone has a role to play in the development of positive relationships and a respectful, friendly and welcoming attitude helps.

Roles and responsibilities of the major stakeholders in the education process.

Role of the Principal:

The Principal shall control the internal organisation, management and discipline of the school; he shall exercise supervision over the teaching and non-teaching staff. The Board of Management has authorised the principal to suspend or exclude a student following investigation.

Role of the Deputy Principal:

The Deputy Principal, as a member of the management team, assists the Principal in the internal organisation, management and discipline of the school. The Deputy Principal works with the Year Heads, Guidance Counsellor, class teachers and subject teachers in developing, reviewing and implementing the policies in the school. The Deputy Principal has a key role and responsibility for the implementation of the disciplinary process and the maintenance of general discipline within the school. The Deputy Principal is in charge of the school in the absence of the Principal.

In the absence of the Principal and Deputy Principal an Assistant Principal will be delegated responsibility and authority to be in charge of the school.

Role of the Year Head:

The Year Head has general responsibility for the observance of the school regulations by the year group.

Duties involved are:

- Facilitating meetings between Class Teachers and Year Heads to review and plan.
- Co-ordinating all information given to and received from subject teachers and checking action has been taken.
- Reporting to and liaising with the Deputy Principal and the Principal regarding the year group.
- Keeping and overseeing records concerning students.
- Checking and dealing with lateness, absenteeism and uniform.

- Communicating with parents – in particular those experiencing difficulties in relation to their child’s progress in school or behavioural difficulties.
- Significant role in implementing the Code of Behaviour
- Complimentary and Incident Report Forms to be forwarded to the Year Heads
- Incident Report Forms and Behaviour Report Cards will be duly dealt with and outcomes of actions taken will be reported back to individual teachers and where needs be the Deputy Principal.

Role of Home School Community Liaison Officer:

The HSCL Coordinator’s role is liaising with parents regarding issues or concerns they may have about their child’s education. The school may also deploy the HSCL coordinator where teachers are concerned about any aspect of a student’s performance in school. HSCL Officer has a role to play in relation to attendance issues.

Role of Class Teacher:

The Class Teacher has responsibility for the communication of information to parents/guardians relating to their sons/daughters performance in school. The Class Teacher will check student attendance, punctuality and document and record incidents of breaches in the code of behaviour. The Class Teacher will liaise with the subject teachers to ascertain the standard of student performance and agree responses and initiatives to improve student engagement.

Role of Subject Teacher:

The Subject Teacher has responsibility for the maintenance of general discipline within his/her class while sharing a common responsibility for good order within the school. Subject Teachers will agree standards of behaviour with their classes and agree sanctions to be used when these standards are not met. Subject Teachers shall keep written records of all instances of misbehaviour as well as incidents of good behaviour and report these to the Class Teacher. Subject Teachers will use the Incident Report Form and/or the electronic system to document incidents of misbehaviour and to outline briefly actions they have taken to address the issue. They will give a copy of all reports to the relevant Class Teacher. Restorative Practice techniques should be used when dealing with incidents of conflict between students.

Role of Parents:

- Regularly check Journal and/or electronic communication tool (*For notes from Teachers and Year Head and to monitor homework*).
- Provide Reasons for Absence

When a student has missed a day in school a note must be provided and signed by the parent/ guardian on the day of return to school. The Student Journal can be used for this purpose. Medical certification will be required for prolonged absences. This is in accordance with Education (Welfare) Act, 2000, Section 18, which imposed a duty on Parents/Guardians to inform the school of the reasons for the child’s absence. Section 23,

2, (e) of this legislation obliges the school to notify the National Educational Welfare Board (NEWB) where a student's absence exceeds 20 days. The NEWB has a statutory function to ensure that every child either attends a school or otherwise receives an education. In particular, the Board has a key role in following up on children who are not attending school regularly, and where there is a concern about the child's educational welfare.

- Submit a note to request absence

Parents / Guardians are expected to inform the school if a student is going to miss more than one day. Students are not allowed to leave the school until a parent/guardian collects them and signs the student absence book. Students may not leave without the prior written permission of the parent/guardian.

- Ensure student has the necessary books and equipment for each day.
- Ensure that the student has the proper school uniform
- Attend parent teacher meetings and other meetings concerning their child.
- Communicate effectively with the school.

Use the journal or other electronic means to communicate with the school. The parent/guardian must have in place an up to date telephone number which can be relied upon for normal or urgent communicate from the date of enrolment. The parent/guardian needs to be contactable at all times and must respond immediately when requested to be of assistance to school authorities and be available to attend at appointed times to avoid accumulation of issues. Parents must provide the school with notice in writing of a change of address; this should be submitted to the school office.

Role of Students:

The student has a significant role to play in their own emotional, social and physical development as well as their academic performance. Students are expected to contribute to the overall quality of life in the school whilst developing their personal and interpersonal skills. Students have a responsibility in their role to develop their talents and reach their full potential. The Principal and staff by acting in 'place of parents' require students to:

- Keep the rules of the school
- Comply with the standards of behaviour outlined.
- Attend regularly.
- Do assigned homework and study.
- Adhere to and immediately comply with any reasonable instruction given to them.
- Promote the positive and friendly atmosphere of the school.

The Purpose and Content of School Rules:

The purpose of our school rules is to create and ensure a positive safe and co-operative working and learning environment.

Behaviour:

1. Students shall show courtesy and respect to other students and members of staff and any visitors to the school. Disrespect or verbal abuse of staff members will be regarded as serious misbehaviour and will lead to suspension and/or up to exclusion.
2. Students will carry out the teachers' instructions at all times. Where a teacher has to repeat an instruction a student will be deemed to have committed a serious breach of the rules.
3. Eating or drinking is only allowed at official break times in the canteen areas and is strictly prohibited in the class room. The consumption of energy drinks is not allowed in the school.
4. The chewing of gum is prohibited in the school.
5. Students shall exercise care and concern for the property, buildings, books, desks and equipment of the college and of other students at all times.
6. Theft of school or student property will be deemed as a serious offence.
7. Any wilful destruction, graffiti, vandalism of school property or of other students' property is prohibited. Damage shall be paid for, by those students responsible, or by their parents or guardians.
8. Students are expected to have all books and equipment for class as required by their timetable or as directed by the teacher. It is not permitted to go to lockers or seek permission to do so during class time. Students will use their lockers at break times only.
9. Mobile phones must be powered off at all times in the building. Other devices such as MP3 Players, iPods, audio and video recording devices and cameras are not allowed. If a student is found to be in breach of this rule, the phone or device will be confiscated, stored securely in the school office and may only be retrieved by a parent or guardian at a cost of €5 per item. Earphones associated with phones and any music players are not allowed to be worn in class or while moving between classes. Cameras or any device capable of taking a picture may not be used anywhere or at any time in the school or Sports Complex unless specifically sanctioned by a teacher in relation to project or other such work. If a student refuses to hand over the offending device this will be considered a serious breach of school rules and the student will be sent immediately to the Deputy Principal or Principal.
10. If the misbehaviour of any student is deemed to disrupt the teaching environment by placing the health and safety of other students or teachers under threat, or interferes with a teacher's right to teach and his or her students to be taught, such behaviour will be regarded as a serious breach of discipline and will result in immediate sanction.
11. Sexting is the sharing of sexual text, video and photographic content using mobile phones, apps, social networking services and other internet technologies. The sharing of explicit text, images and/or video, is an unacceptable and absolutely prohibited behaviour and will have serious consequences and sanctions for those involved.

Health & Safety:

1. Students shall be vigilant at all times to ensure their own safety and the safety of other members of the school community or persons visiting the school.
2. Students are expected to walk at the left hand side on the corridors at all times. Loitering is not permitted in locker rooms, toilets or in the vicinity of the main doors or hallways.

3. Anti-social acts such as teasing, bullying, intimidation, extortion, assault, violence, rough conduct, harassment, incitement of argument or conflict whether directly or through social media is prohibited. Inducing or inciting others to perform acts which could be hazardous to health. Breach of these rules will be considered to constitute serious misconduct and will be dealt with under the schools Anti-Bullying Policy and may lead to suspension or exclusion.
4. Cigarette smoking or smoking of electronic devices is strictly forbidden. Possession of, consumption, inhalation or otherwise of drugs or alcohol or any harmful substances and/or any attempt to encourage or involve others in such activities is strictly forbidden. A €10 fine will be imposed when a student is found smoking on school grounds and a €25 fine will be imposed on any student found to be smoking in the confines of the school building.
5. Any pupil using, selling, buying or having illegal drugs in his possession or selling and supplying harmful substances to minors will be suspended and will be referred to the Board of Management for a decision on expulsion. This rule applies to students coming to and going home from school, during the school day and while away on school trips. The use of alcohol on the school premises or while away on school trips is also banned.
6. The possession of offensive weapons or knives is strictly prohibited. Breach of this rule will be considered to constitute serious misconduct and will lead to immediate suspension or exclusion.

Dress and Appearance:

1. Students will wear the official school uniform unless specifically permitted not to do so, by the Year Head/ Deputy Principal/ Principal.
2. All students shall keep their hair in a neat and clean condition. Boys' hair shall be kept to a reasonable length and the Principal will determine acceptable standards. Students with long hair shall keep it tied back.
3. The wearing of make up or coloured nail varnish is prohibited.
4. Boys shall not wear earrings or eye studs. Girls may wear sleepers or stud type earrings. The wearing of excessive amounts of jewellery is not permitted and the Principal will determine what is excessive.
5. When a student arrives in school without the school uniform or part thereof, they will be allowed to contact a parent/guardian to deliver the missing items to the school.
6. Parents may be asked to collect the student from the school to enable correction of the uniform.

Attendance and Punctuality:

1. Students shall proceed to class rooms at 8.55am for class at 9.00am. At change of class students should proceed directly to their next class. Students should proceed to class at 11.15am after morning break and at 01.45pm after lunch break. School finishes at 03.45pm. If a toilet break is required between classes the student will bring his/her signed diary to show that the teacher permission has been given. During change of class permission must be sought from the teacher of the next class.
2. Parents/guardians are legally obliged to inform the school of the reason for their child's absence. If parents/guardians require their children to be absent they need to provide a written explanation.
3. A student is not permitted to leave the school without the parent/guardian collecting them and signing the student absence book. Students may not leave without prior written notice from a parent/guardian. In emergencies the parent is contacted by phone to collect the student.

4. Permission for absence from class for appointments shall be sought from the Class Teacher by presenting a written request from parents or by presenting an appointment card. Students must be collected by the parent/guardian who signs the student absence book. Truancy or absenteeism without permission is prohibited.
5. Students who arrive late at 09.00am and at 01.45pm should sign in at the school office.
6. Students who arrive late without a note will be placed on lunch time detention.
7. Failure to attend an assigned detention will result in suspension.
8. If a student's punctuality does not improve after serving a detention a more severe sanction will be imposed.

Encouraging Good Behaviour:

1. Modelling Good Behaviour

Management, Teachers Auxiliary Staff and senior students and others will model good behaviour.

2. Praise/Encouragement.

Based on the belief that students respond positively to encouragement, individual teachers should use rewards to encourage and foster positive behaviour by students. It could be as simple as a note in the diary, a positive written comment on a piece of work, no homework for a night or a class reward.

3. Positive Reports in Student Journal and in the Good Behaviour Record Sheet

The recording of positive behaviour and improvement in all areas of the school is encouraged and the Year Head will consult with teachers on decisions on who should be rewarded at the end of the year.

4. Participation in Sporting, Recreational Activities and Talent Shows, Projects and Competitions.

All students have unique talents not always recognised within the main framework of the school curriculum therefore opportunities will be provided inside and outside of the class room to allow all students to demonstrate their skills and qualities.

5. Student Reward System.

Under JCSP first year, second year and third year students who are deemed to have made outstanding efforts at homework and school work and whose attendance is excellent will be recognised and rewarded as part of the JCSP reward system. School Trips and Outings under JCSP will be used as motivation to encourage positive behaviour and it is hoped that all students will be able to participate. It will be up to the Year Head in consultation with the Class Teachers and Subject Teachers, to decide who goes on the trip/outing. Ultimately students' behaviour, attendance and application to school work during the year will be the deciding factor on whether they receive the reward or not.

Structures to Support Good Behaviour:

The School Journal:

The School Journal properly used for two way communication can be a vital link between parent, teacher and the school. Parents/guardians must be aware of the importance of this and the need to monitor it for messages from subject teachers and year heads. The Journal should be signed every week by the parent/guardian. Year Heads will also regularly monitor the Journal.

Parent Teacher Meetings:

Parent teacher meetings take place at regular intervals to inform parents of student progress, application and behaviour. Parents/guardians are expected to attend. Parents/guardians will be notified in the school calendar and in advance of parent teacher meetings. Parents should request information from the year head relating to the progress of their child if they are not in a position to attend. The names of the teachers will be provided at the parent teacher meeting.

Mentoring Programme:

Incoming students are assigned to a teacher who will be available to help, support and advise them on any issues that may arise. In this way students will have a point of first contact in the event of concerns or issues.

Guidance and Counselling:

The Guidance Counsellor in school assists students in developing self-management skills, which will lead to effective choices and decisions about their lives. It encompasses the separate but interlinked areas of personal and social development; educational guidance and career guidance.

Information Afternoon / Evening

An Information Afternoon / Evening for first year parents will be arranged early in the term. Attendance - Punctuality - Homework - Behaviour will be the main focus of this meeting. The meeting will be used for two way communication. Resource Support (Special Education Needs) (SEN) and Language Support (English as an Additional Language) (EAL) coordinators will also be available. Translation services will be available if and where possible.

How students, staff and parents can help each other to meet the standards expected in the school:

Encouraging and fostering positive behaviour in school involves a partnership between parents, students and staff in the school and requires good communication strategies to be in place.

School Supports for Students and Parents:

The school has a wide range of supports and expertise built up over the years to assist parents and students where problems arise.

- Year Heads and Class Teachers will be available to meet parents. (Prior notice required)
- Home School Community Liaison
- Learning / Language Support
- Special Needs Assistants

- Confidential Guidance and Counselling
- Cooperative Base Groups
- Counselling external to the school is available. Schools Psychological Service National Educational Psychological Service Agency (NEPS)

Students need to be open to refer difficulties to a staff member in the first instance or Year Head, Deputy Principal or Principal. Students are being encouraged to outline issues that are of concern to them.

Procedures / Intervention Strategies for Dealing with Unacceptable Behaviour:

The Subject Teacher will deal with unacceptable behaviour initially using the strategies listed below:

The following low level strategies should be used by staff:

1. Reasoning with pupil to seek co-operation
 2. Advising pupil of consequences of misbehaviour
 3. Alerting pupil to inappropriateness of behaviour
 4. Alerting pupil to the disruption to other pupils
 5. Informing pupil of teacher's right to proceed with work
 6. Verbal reprimand (which teacher should note in Diary)
 7. Move pupil to a different seat (note in Teacher diary)
 8. Note to Parent/Guardian in Journal (to be signed by parent/guardian)
 9. Note of intention to detain (in Journal & in Teacher Diary)
 10. Detention with appropriate additional work at lunch time.
 11. Withdrawal of privileges such as sports, outings, trips and or lunchtime clubs
 12. Confiscation of items prohibited by school rules or which may be deemed dangerous.
- Incident Report Form completed and sent to Class Teacher
 - Behaviour Reporting System

Incident Report Form:

Subject Teachers will record incidents of poor behaviour in the Incident Reporting System and provide a copy to the Class Teacher. These incidents will be recorded in the Teacher Diary for reference.

Incident Reporting System:

The Incident Reporting System will be used to monitor and report behaviour. Teachers will only use the Incident Reporting System after verbal warnings have been given, after notes have been written home in the Student Journal and still no improvement has come about.

The purpose of the Incident Reporting System is:

- To remind the student that their behaviour is of concern to the school.
- To report student behaviour to school management.
- To record the students' performance in respect of punctuality, homework, books, equipment and behaviour.

Procedure for use of Incident Reporting System:

The Incident Reporting System is an electronic system for recording incidents of student behaviour, the interventions already attempted by the teacher and the interventions used on the occasion in question.

It is imperative that all incidents are recorded no matter how trivial as this will ensure that a pattern of behaviour will become evident. In this way it will be possible to apply interventions at the earliest possible opportunity to reduce the incidents and to ensure the continuation of the student in the school.

The Intervention Reporting System

The Intervention Reporting System is an electronic system which allows the Year Heads and Senior Management the opportunity to record the interventions that are used to remind students of their responsibilities.

Procedure for the use of The Intervention Reporting System

The Intervention Reporting System should be used every time the Year Head or the Senior Management team use an agreed intervention to improve the performance of students of the school. The system should show the person who applies the intervention, the intervention and the duration of same.

Progressive Interventions

If a student receives two or more interventions a meeting will be requested with the parents/guardians by the Class Teacher and the Year Head to discuss the matter.

If a student then proceeds to get subsequent interventions the Deputy Principal and the Home School Community Liaison Officer will meet with parents/guardians to agree a joint approach to improving the student participation and performance.

If the student continues to receive negative reports a period of reduced school contact will be agreed with parents/guardians to observe and analyse the outcomes of such a strategy.

If a reduced student timetable does not have the desired effect and the student continues to receive negative reports the parents/guardians should be encouraged to refer the student to other outside agencies for support. The purpose of the referrals to outside agencies will be to investigate possible external issues and to encourage the student to engage in positive behaviour in their interactions with educational personnel.

Procedures for Detention:

Detention will be used in the school as an intervention to remind students of the need to modify their behaviour in areas of concern and to act as a deterrent to further escalation of poor behaviour. Detention will be given at the discretion of the teacher. Examples of behaviour which would merit such detention include: persistent and continuous misbehaviour in or outside the classroom, smoking, mobile phone use, use of inappropriate language or behaviour that does not meet with the expectations of the school. Further sanctions will follow where a student regularly appears in the

detention log book. Refusal to attend detention will be considered a serious breach of school rules and will lead to suspension.

Detention may be timetabled during part of regular lunchtime to deal with more persistent unacceptable behaviour or to punish once off instances of unacceptable behaviour. A Detention Logbook will be used to monitor and record detentions.

Supervised detention will take place during lunch time on one or more appointed days during the week. It will not exceed the duration of the lunch period. Parents/guardians will be made aware of this in the Student Journal.

Short Delay:

A short delay at the end of class or at break times may be used as an intervention strategy. It will not be considered as detention time. This intervention will be used to discuss the problem behaviour with the student, to advise the student and to outline the next course of action should the problem behaviour continue.

In the interest of fairness each incident will be assessed individually in line with the sanctions outlined in this code. Occasionally however, it may be necessary to take further and/or additional measures as well as those outlined in this Code.

In all cases a written record will be kept of the misdemeanour and students will be afforded the opportunity to explain their behaviour and state their case.

Suspension/Exclusion/Expulsion:

The purpose of suspending a student from school is to provide the student with time for reflection on their misbehaviour.

Serious and persistent breaking of the school rules will result in suspension or exclusion. Violence by a student, bullying, persistent or serious disruption of teaching and learning, offensive language to a teacher or others, damaging or vandalising school property or the property of others will be considered serious breaches of the school rules and will result in immediate suspension and or exclusion.

- In all cases of suspension this is a decision of the Disciplinary Committee having heard all sides and considered the case. In the absence of the Principal the Disciplinary Committee will make the decision.
- All suspensions will be reported to the Board of Management
- Parents will be notified by telephone if a student is to be suspended and the reason for the suspension, in advance of the date of the suspension. They may be required to attend a meeting with the Year Head and/or Principal to discuss the matter. Every reasonable effort will be made to contact the parent and to facilitate the meeting.
- If the parents/guardian cannot be contacted or fails to attend the meeting the matter will be determined in their absence and the suspension put into effect. A letter outlining this decision will be sent directly to the parent/guardian.
- Parents/guardians (Or students over 18) have the right to appeal the decision to the school Disciplinary Committee. All appeals must be made in writing to the school Disciplinary Committee within 3 working days of receipt of the letter of suspension.

- Suspensions of six or more consecutive days, or cumulative suspensions of 20 days or more in one school year, will be reported to the Education Welfare Officer.
- Parents will be required to meet with the Principal or Disciplinary Committee before the student is allowed to return to school.
- The student in question will have to meet with the Year Head or Deputy Principal and the Guidance Counsellor to assist the student's return to school life.

The formal letter of suspension will include:

- Notice of the suspension as well as the effective date and duration of the suspension;
- Reason(s) for the suspension
- Expectations of the students while on suspension (e.g. study) and requirements which need to be in place when they return to school (e.g. written apology, completed assignments etc.)
- Importance of parental assistance in resolving the matter and a statement that the student is under the care and responsibility of their parents/guardians while on suspension;
- A statement that the Education Welfare Board has been informed (in cases where suspension is longer than 6 days or the student has been suspended for 20 days or more in the school year)
- A statement informing parents/guardians of their right to appeal (Internal/Section 29) where the suspension is for a period of 7 school days or more.
- In cases where consideration is being given to exclusion, this should also be included.

In all cases involving suspension by the Disciplinary Committee or by the Board of Management the parents/guardians have a right to appeal in the first instance to Disciplinary Committee and in the case of suspension by the Board of Management to Kerry Education and Training Board and failing this to the Secretary General of the Department of Education and Skills under section 29 of the Education Act (1998) Appeals can also be made to the Department in relation to expulsions.

Grounds for removing a suspension may include:

- The school Disciplinary Committee or the Board of Management may agree that another sanction be applied after discussion with parents/guardians
- New circumstances or evidence may come to light as a result of further investigation.

Shortened School Day:

Where a student has been suspended repeatedly for incidents of serious misbehaviour a reduced school day may be put in place for a period of time. The reduced school day can be based on appropriate times of the day or access to specific subjects which motivate the students to behave appropriately. This time should be considered to be a reflection period for the student on their behaviour hopefully culminating in the student's full reintegration into the school. In this situation a parent/guardian will be required to collect the student at the appointed time and are responsible for their son/daughter's safety outside of the agreed timetabled times.

Grounds for Exclusion:

Exclusion is the ultimate sanction will only be resorted to when all other avenues of intervention and sanctions have been exhausted including reduced timetable and outside referral with parental involvement. It will also apply for extreme cases of indiscipline, including violent behaviour and or incitement to violence and where exclusion is considered the only viable option. Exclusion is a very serious step and only the Board of Management has the Authority to exclude a student.

- For significant and continuous disruption to the learning and/or teaching process
- For a serious threat to the health and safety of the student, other students or members of staff.
- For possession of weapons and/or items which could be considered dangerous to the health and safety of the student or to others.
- For behaviour which is detrimental to the school ethos
- For any of the following: violence, physical assault, harassment, continuous bullying behaviour, supplying tobacco or alcohol or drugs to minors, extortion of money, sexual assault, serious damage to property, serious negative misuse of technology and/or social media platforms to intimidate others or incitement/inducement of others to any of these acts.

Due process and fair procedures will be followed in all cases and the principles of natural justice will apply. In some instances the Board of Management may decide to exclude for a first offence.

Procedures for Exclusion:

- The school Disciplinary Committee or other nominees investigates the allegations
- Student's parents are informed in writing of the alleged misbehaviour and that it could result in expulsion
- Students and parents are allowed to respond to the complaint at an arranged meeting with the school Disciplinary Committee.
- Parents and Board of Management are supplied with the records of the allegations and details of the investigation
- Parents are notified of the grounds on which the Board are being asked to consider exclusion
- Parents will be notified of the date of the meeting and invited to attend
- Parents will be invited to make a written and oral submission to the Hearing of the Board of Management.

The Hearing:

- The Board of Management must remain impartial
- All parties involved will present their case to the Board of Management, parents/guardians, Principal or his nominee, or a student who is eighteen or over. This will be done in each other's presence

- Parents may be accompanied to the Hearing of the Board of Management but are not entitled to legal representation at the hearing.
- Parents/guardians, student, and Principal will withdraw while a decision is being made
- Where exclusion is decided by the Board they must notify the Education Welfare Officer in writing of their opinion and their reason therefor, in accordance with Section 24(1) of the Education(Welfare) Act 2000

Following the Board decision according to Section 24(4) of the Education (Welfare) Act 2000

....A student shall not be expelled from a school before the passing of 20 school days following the receipt of a notification under this section by an educational welfare officer (5) Subsection (4)

In the interim the Board may suspend the student to ensure that good order and discipline are maintained in the school as per Section 24 (Subsection 5) (4) of the Education (Welfare) Act 2000

.It ... is without prejudice to the right of a board of management to take such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.

- If the Board after 20 days remains of the view that the student should be expelled a registered letter will be sent informing the parents of the decision.
- Parents will be told of the right to appeal and supplied with the appropriate form. This appeal is made to Kerry Education and Training Board in the first instance and then to the Secretary General of the Department of Education and Skills

Reference to school policies which deal with bullying, harassment and sexual harassment:

There are in existence school policies and publications which guide school authorities in dealing with problems when they arise: They include an Anti-Bullying Policy, a Kerry Education and Training Board publication on Harassment and Sexual Harassment, a Child Protection Policy based on Child Protection Guidelines for Post Primary Schools.

Scope of the Code

(When and where behaviour will be subject to the code of behaviour)

The code applies to all of the students of Coláiste Gleann Lí and relates to all school activities both during and outside of normal school hours; it applies both on and off the school grounds and on all routes leading to and from the school and on the pathway between the school and the Sports Complex. It also applies anywhere students are clearly identified or identifiable as students of Coláiste Gleann Lí. The Code of Behaviour also applies to all outings and to tours, whether or not they involve an overnight stay.

The plan for reviewing the code:

There should be a full review of the Code of Behaviour every three years by the Code of Behaviour Audit Team. More frequent reviews may take place as required. The Code of Behaviour will be included on the agenda of staff meetings at least once a year.

A report is to be made to the Board of Management once a year on the implementation of this policy.

This Code of Behaviour Policy was adopted by the Board of Management of Coláiste Gleann Lí on:

.....

Signed _____
(Chairperson)

Signed _____
(Principal)