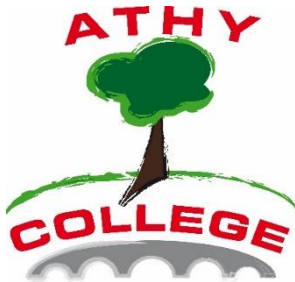


Athy College ,
Athy, Co. Kildare.
Coláiste Áth-Í,
Áth-Í, Cho. Chill Dara.

Principal:
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Athy College Kildare

Code of Behaviour Policy

Signed: _____

Chairperson of Board of Management

Approval Date: _____

Signed: _____

Principal

Approval Date: _____



BORD OIDEACHAIS AGUS OILIÚNA
CHILL DARA AGUS CHILL MHANTÁIN
KILDARE AND WICKLOW
EDUCATION AND TRAINING BOARD

MISSION STATEMENT

In a caring school we are dedicated to fostering educational excellence empowering all students to reach their full potential – academic and social, physical and spiritual. Through partnership and cooperation, we openly respect and nurture the dignity and uniqueness of each individual’.

ETHOS

Athy College is a caring school. The staff are dedicated to fostering educational excellence and earnestly endeavour to empower all students to reach their full potential – academic and social, physical and spiritual. Through partnership and cooperation, the staff of Athy College respect and nurture the dignity and uniqueness of everyone.

Athy College defines education as the on-going development of all students so that they may realise their true and best selves. The college motto is “Fas agus Foghlaim” (Lifelong Learning).

From the outset students are taught they are partners in their own education. The school aims to prepare students for public examinations, in an age when academic qualifications are indispensable for admission to further education and entry into employment. The school recognises that its students are of varying cultural and social backgrounds and have a wide variety of aspirations and abilities.

The school embraces the vital role that parents, and guardians play in the overall education for their children. The school also recognises the importance of the community in which the student lives. For this reason, every effort is made to ensure that the student is aware of his/her role in the community and is encouraged to be positively involved in the wider community.

RATIONALE

The Code of Behaviour of Athy College aims to

- Facilitate teaching and learning by positive, reflective and fair approaches
- Ensure the safety of all members of the school community on the school premises and when taking part in supervised school activities
- By promoting good behaviour to help students develop excellent behaviour and encourage self-discipline

- Put in place on-going, reflective structures to help staff to deal with incidents of misbehaviour that may arise
- To deal fairly with students who are disruptive, affecting their own progress and/or the progress of other students using positive behaviour management planning
- Meet the statutory obligations
- Inform students and their parents/guardians of the school's discipline procedures

SCOPE

This Code of Behaviour deals exclusively with student behaviour while in school, on the way to and from school, on the school premises, on all school related activities and while students are under the care and instruction of any member of school staff.

This Code Behaviour encompasses the day-to-day procedures and protocols as specified in our School Journal and outlined in this document

PARTNERSHIP

The Code of Behaviour of of Athy College has been formulated after consultation with management, teachers, parents/guardians and students with due regard to the relevant legislation as well as guidelines issued by the Department of Education.

The Code of Behaviour of Athy College is reviewed regularly, as directed by the Board of Management. At each stage of the Code's development and subsequent review, there will be a systematic, reflective approach which aims to incorporate the input of all partners to the code, including teachers, students and parents/guardians, the Board of Management and the KWETB.

STATEMENT OF STANDARDS

The aim of Athy College is to promote and encourage the highest standards of honesty, courtesy and respect for one another at all times. These values should form the foundation of all relationships in Athy College. Those entrusted with the care of students should always aim to be fair and consistent.

SCHOOL CONTEXT AND PROCESSES

School Journal - Our School Journal informs students and parents of our expectations in relation to pupil behaviour and provides easy access to essential school information. It is also a method of communicating with parents regarding matters that pertain to our Code of Behaviour, e.g. it is a record relating to 'Behaviour' (positive and negative), 'Absences', 'Classwork / Materials / Homework', 'Uniform / Mobile Phones / Electronic Devices', etc. These records at times require parents/guardians to sign / countersign them.

VShare - The school's information portal which is used to store all reports and data held by the school on the pupils. It is used as a communication tool between teachers, middle and senior management. It is also used as a communication tool between the school and parents /guardians.

Monitoring Student Behaviour - Behaviour reports constitute a modulated and progressive recording of positive and negative behaviours. They provide opportunities for students to discuss both positive and negative behaviours with their teachers, class tutors, and with their year heads and to work towards obtaining more positive reports and fewer or no negative reports. Reports are evaluated at Year Head meetings with the Principal and Deputy Principals. These are recorded on VShare.

Student Support Team - To support and assist the implementation of the policy, the Student Support Team includes - Guidance Counsellors, Resource Teaching Coordinator, SEN Coordinator, Home School Community Liaison, School Completion Coordinator, Year Heads, Class Tutors, Pastoral Care Team, Deputy Principals, Principal. The Student Support Team's role is to support teaching and learning by and through the provision of appropriate supports and interventions as required. To facilitate this work, this team will communicate through a regular programme of meetings.

Student Council - The Student Council gives an important, empowering role to our students. It is their elected, democratic voice. It provides the opportunity for students to give their opinions, to initiate improvements, to liaise with school management, to advocate on behalf of the student body and to have a positive impact on the life of our school community.

SCHOOL RULES

1. Students are expected to be honest, courteous, respectful to one another and to the staff at all times.
2. Offensive language is absolutely forbidden within the school. Students are to use language that is respectful and friendly to promote a school that is a racist-free, sexist-free zone.
3. Students must wear the full school uniform, unless given school permission.
4. Students are to be on time for every class. Students who are late will be subject to interventions, supports or sanctions as appropriate.
5. All absences must be explained by parents/guardians. The reason for absence may be recorded in the student's journal and signed by the parent/guardian. A doctor's certificate is also acceptable. The Principal is legally obliged to inform the Education Welfare Board when a student's absences reach 20 days in one school year.
6. Students must remain in the school in accordance with the school timetable each day, or as otherwise directed by the school authority. Unauthorised absence will be regarded as a serious matter.
7. Authorisation to leave school during school hours must be given in advance by the parents/guardians to the student's tutor and students must sign out in the Deputy Principal's office before leaving the school.
8. First and Second year students may not leave the school grounds at lunch time. All other students may leave the school grounds at lunch time only. All students must remain on school grounds at morning break. Breaches of this rule will result in automatic school detention.
9. All other students are expected to remain in school during lunchtime except those whose parents/guardians have completed a lunchtime indemnity form.
10. Students must leave by their designated year area. No junior students are allowed up to the first floor at break and lunch time without the permission of a staff member.
11. A student's property, coats, bags, books, etc., should carry his/her name. The Management of the school cannot accept any responsibility for lost or stolen property. Money and other valuables may be handed to the Class Tutor, Deputy Principal or Principal for safe keeping.



12. School books should be kept in good order. A proper school bag should be used. School bags must be kept in the student's possession or in the student's locker at all times.
13. As a Google Reference school the use of chromebooks is encouraged in every class and should be used for teaching and learning purposes. Chromebooks must be kept in the student's possession at all times and any inappropriate usage of these devices will result in sanctions.
14. Students should be organised and are requested to have their books, equipment and materials for class.
15. Students are expected to comply with the directions of all teachers at all times.
16. Schoolwork and homework should be completed, as directed by each teacher. A written explanation from home is expected if homework is not done.
17. Inside the school students should walk, follow the one-way system and never run.
18. Students must assemble quietly outside the classroom door until the teacher allows them to enter.
19. Students are to remain in designated, supervised areas during break and lunchtime.
20. Students are asked to bring a filled reusable water bottle to school and are not allowed to bring Fizzy or Energy Drinks these are prohibited and will be confiscated. This includes cola, Lucozade, BPM Focus, Red Bull, Monster etc. This list is not exhaustive.
21. Student conduct while in school or representing the school is very important. Students involved in fighting will face automatic suspension.
22. Any student who verbally intimidates another student will be subject to our Anti Bullying Policy and will face serious sanctions.
23. Smoking is absolutely forbidden on the school premises, grounds, in the vicinity of the school and on all school outings.
24. Chewing gum is strictly forbidden in the school.

25. Athy College is an inclusive school and will not tolerate any intimidation of any member of our school community. Verbal abuse of any member of our school community will be taken very seriously and will result in serious sanctions beginning with automatic suspension.
26. Students must comply with the school's policy on mobile phones. Phones must never be powered "on" on the school premises. Phones must always be kept out of sight. Mobile phones are not to be used as clocks or calculators. If a phone rings or is visible on the school premises, the phone will be confiscated, given to the Principal/Deputy Principal/Year Head and returned at the end of the school day for the first offence. If an infringement of this school rule occurs again the phone may be confiscated by the Principal/Deputy Principal/Year Head for the remainder of the term.
27. Students are expected to show respect for school property. Students may not write on desks or walls. Property deliberately damaged or broken will have to be replaced by the person concerned.
28. Classrooms must be maintained and left in good order at all times. At the end of each school day students, under the direction of their class teacher, are to assist in cleaning and tidying the classroom.
29. Students are expected to pick up litter and always keep the school and the school grounds clean and tidy.
30. Any vandalism, graffiti or damage done in the school buildings or on the educational campus will be thoroughly investigated and if students are found culpable then it will lead to sanctions and/or fines.

BREAK & LUNCH TIME

Senior Break 10.55am – 11.10am Junior Break 10.40am – 10.55am

Senior Lunch 1.05pm – 1.45pm Junior Break 12.25pm – 1.05pm

MOBILE PHONE

Mobile Phones are not permitted on the school grounds of Athy College. It is absolutely prohibited to photograph, film or record another person on school grounds or on school related activities. Any student found in breach of this rule will receive an automatic suspension. Parents who wish to contact their children or vice versa may do so via the school telephone. Any student who displays a mobile phone (regardless of whether the phone is switched on or not) will have their phone confiscated.

The following are the sanctions which apply to students who have their mobile phone confiscated:

- 1st confiscation: Phone will be returned to the student at the end of the school day.
- 2nd confiscation & further confiscations: Phone will be returned to the student at the end of the school week.
- Refusal to hand up a mobile phone to school management will result in an automatic suspension.

ATTENDANCE

All students are expected to attend on time and in full school uniform every day. However, in the event of student absence please adhere to the following:

- If a student is absent on a given day, the parent/guardian is requested to contact the school via email or via the main office.
- On return to school students must present a “reason for absence” note to their Tutor. Please complete the reason for absence docket in the Student Journal.
- All medical/dental absences must be fully certified. The cert must be presented to the Tutor the day after the absence.

PLEASE NOTE: An Uncertified Absence is an absence which does NOT have a medical/dental certificate detailing why the student was absent. The medical certificate must have the correct dates matching the absence(s). When a student reaches 20 unexplained absences the school is mandated by law to inform the Education Welfare Officer.

DISCIPLINARY STRUCTURE OF ATHY COLLEGE

Within the school, the discipline structure is very closely aligned with the operation of the overall Pastoral/ Tutorial system. In the case of students attending the ASD unit, the coordinator of the ASD unit acts in all cases in the place of the class tutor/year head. All concerns of a pastoral or disciplinary nature must be referred in the first instance to the ASD coordinator.

1. The primary responsibility for addressing challenging student behaviour in the classroom lies with the class teacher.
2. A teacher may refer a student to his/her Year Head on the basis of a problem arising in class or in school. A student who causes disruption in class should not be sent from class to a Year Head (etc.) without a prior arrangement. When a student is sent from class, the class teacher remains responsible for the student and must check that the student reported to relevant person. A detailed written VSware report is then required.
3. A student may be referred to the Year Head for a serious breach of the Code of Behaviour or for persistent difficulties.
4. A student may be referred to the Deputy Principal/Principal by the Year Head, if necessary for serious breaches of the Code of Behaviour.
5. Parental input/discussion will be valued, where deemed necessary, at all stages where there are breaches of the Code of Behaviour.
6. Other school supports, including HSCL., SCP, Guidance Counsellor, Care Team, may be referred to.
7. A relevant outside agency, e.g. an educational psychologist, NEPS, HSE Child and Adolescent Guidance, KYS Counselling Service, may be referred to in the case of a pattern of behaviour observed to be beyond the scope of the school's coping structures.
8. Legal proceedings may be initiated in the case of acts of a criminal nature within the school.

PERMISSION TO LEAVE SCHOOL

Students may not leave the school premises during the school day without permission from the school. If a student needs to leave the school premises during the school day the following steps MUST be followed:

1. The student must bring a signed note from a parent/guardian to their Tutor giving details of the reason for leaving the school grounds and the time that they will be leaving.
2. The student must come to the Deputy Principal's office before leaving the premises.
3. The parent/guardian must come to the school and collect the student from the school or communicate alternative arrangements with the school.

LATE FOR SCHOOL

Students that present late for school must have explanation for being late. Students are expected to be present in school by 8.40am and to be in class. Students who are marked late without a valid reason will do an after-school detention. Lates and detentions will be recorded on VSware. Students who are continuously late for school, parents/guardians will be contacted and required to meet with school management to find a resolution to the same.

SANCTIONS

Sanctions include:

- The verbal reprimand of a student by a teacher.
- A written sanction may be assigned to a student – e.g. a penalty sheet or extra work. Parents/guardians may be asked to sign the completed assignment. The support of parents/guardians is essential to the effectiveness of such a sanction.
- The VSware system may be used to record infringements of the school's code of behaviour.
- A comment may be placed in a student's journal for parent's/guardian's attention. The support of parents/guardians in addressing the issue with the student is essential to the effectiveness of such a sanction.
- A teacher may organise to detain a student/s during a break or lunchtime. The school operates a system of detention at lunchtime as a sanction for minor infringements of the school's code of behaviour. Tutors/Year Heads may

place a student on detention. A student placed on detention is given appropriate notice to allow him/her to make necessary arrangements. Failure to report for detention is considered a serious breach of the school's code of behaviour and parents may be contacted. If the matter remains unresolved further, more serious, disciplinary measures may result.

- A student may be put "On Report". This means that the student's progress in classwork, conduct and homework is assessed by the teacher and student at the end of each class and recorded on VShare.
- Where truancy and/or punctuality are concerns, a student may be placed on an attendance report. The class teacher signs an attendance sheet when the student presents it. The class tutor signs the attendance sheet at the end of the school day. Parents/guardians are asked to sign the sheet each evening and discuss the report with the students. The student should return the attendance sheet to the tutor next morning. The support of parents/guardians is essential to the effectiveness of such a sanction.
- The school communicates with parents/guardians where a student's poor attendance is of serious concern. The Principal is legally obliged to inform the Education Welfare Board once a student's absences reach 20 school days in any school year.
- Where a student's misbehaviour is seriously impinging on teaching and learning in his/her class, that student may for a time be placed on a restricted timetable. This measure is taken in consultation with the student's parents/guardians. The effectiveness of a restricted timetable is reviewed regularly by the Year Head, with a view to the fullest possible re-integration of a student into his/her class.

SCHOOL DETENTION

A student who regularly disrupts teaching and learning, or who fails to comply with school rules may be placed on detention and can be given by any teacher at their discretion. A Year Head detention for more serious breaches of the school's Code of Behavior is after school every Friday from 1.00pm until 2.00pm.

Parents will be notified in advance and may have to collect their child at the end of the detention period. Students who fail to turn up for detention will receive an automatic suspension.

SUSPENSION

A suspension is defined as requiring the student to absent himself or herself from the school for a specified, limited period of school days. During the suspension the student retains their place in the school. Suspension will be a proportionate response to the behaviour that is causing concern.

Suspension will:

- Enable the management of Athy College to set behavioural goals with the student and their parents/guardians.
- Give the staff of Athy College an opportunity to plan other interventions.
- Impress on the student and their parents/guardians the seriousness of the behaviour.

Suspension from school should always be a proportionate response to the behaviour that is causing concern, danger and/or disruption to learning. It is never an appropriate response to poor academic performance, poor attendance or minor breaches of the code of behaviour.

Suspension is not considered an appropriate response to truancy, except in the case where a student, having been marked present at roll call, leaves the premises during the school day, without regard for the serious Health and Safety implications of doing so. The decision to consider suspend a student for a defined number of days requires serious grounds such as:

- The student's behaviour is persistently disruptive and has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety or is potentially dangerous.
- The student is responsible for serious damage to school property.
- The student is engaged in physical fighting on the school premises.
- The student has been seriously verbally or physically abusive to staff or students.
- Repeated, persistent failure to follow instructions, after other interventions have failed.
- Repeated refusal to attend lunchtime detention
- Bullying, after other interventions have failed
- Refusal to comply with the school policy on mobile phones, having been directed by the Principal to do so

- Leaving the school premises without permission during the school day, without regard for the Health and Safety implications.
- Persistent, recorded failure to follow instructions, the matter having been referred to the Year Head.
- Smoking or consuming alcohol on the school premises or grounds or while on a supervised school outing.

In addition to indicating which of the above reasons resulted in a particular suspension period, where appropriate the suspension letter will contain a more precise description of the student's behaviour.

Athy College does not allow rolling suspensions for a single behavioural incident. When a student returns to school after suspension for a particular documented and resolved incident, the student's slate is then considered wiped clean for that specific incident. However, should that student engage again in serious misbehaviour a separate suspension may result. At Athy College students are never excluded for an indefinite period

Before a Year Head, the Deputy Principal or Principal formally puts in motion the process to suspend a student he/she will

- Ensure that there is a precise, written record of the behaviour
- Consider how persistent the unacceptable behaviour has been
- Consider whether the behaviour has escalated, despite interventions
- Consider how other students and staff are affected by the student's behaviour, in particular the impact on teaching and learning in the student's class
- Review interventions already tried. The Year Head and Tutors will endeavor to ensure that interventions are recorded and monitored
- Consider whether a meeting with parents/guardians is appropriate at this point
- Consider whether a referral to counselling is appropriate
- Consider whether the support of the Guidance Counsellor, the HSCL Co-ordinator and/or the SCP Co-ordinator would be of assistance at this point
- Decide whether the student's behaviour warrants exclusion

The implementation of the process of suspension should always be fair and impartial. Initially a preliminary assessment and inquiry into the alleged misbehaviour will be conducted by the tutor/ year head. The Year Head will discuss the situation with the Principal and they will decide whether exclusion is the most appropriate response.

Should suspension of a student occur the following procedures are used:

- There will be a written/VSware account of the incident or behaviour
- The student will be informed verbally that he/she will be suspended, and that his/her parents/guardians will be informed.
- A Year Head may phone a parent/guardian and will always write to the parent/guardian giving a formal account of the behaviour and the conditions of the suspension.
- The original suspension form will be posted to the parent/guardian.
- A copy of the original suspension form will be kept on the student's record by the Year Head.
- Parents/Guardians and students are given an opportunity to respond to proposed suspension.
- Parents/guardians are always formally invited in writing to meet with the school authority to discuss the behaviour that led to suspension and to engage in the process of promoting good behaviour.
- On occasions parents/guardians may be requested to attend a meeting with the student's Year Head and/or Principal
- Where an immediate suspension is considered warranted by the Principal for reasons of the safety of the student, other students and/or staff a preliminary investigation is always carried out to establish the fairness and appropriateness of the proposed suspension.
- All of the conditions for suspension apply to immediate suspension.
- Athy College has due regard to its duty of care for the student and in no circumstances should a student be suspended without first notifying parents/guardians so that in the case of an immediate suspended parents/guardians may make arrangements for the student to be collected or supervised.

In normal circumstances Athy College endeavours that a student should not be suspended for more than 3 days. However, in exceptional circumstances the Principal is authorised by KWETB to impose an suspension of up to 5 days. In the case where an expulsion is being considered the Principal is authorised to suspend a student for an indefinite period until an emergency Board of Management can be convened in a timely manner. In such an exceptional situation parents/guardians must be informed in writing that an expulsion is being considered and of the date of the Board of Management meeting.

In the case of suspensions, an appeals procedure is available to parents/guardians on a student's behalf and by a student aged over 18 years. In line with legislation, in any case where a student is suspended for 6 or more consecutive days or where cumulative periods of exclusion through a single school year would bring the number of days for which a student has been excluded to 20 days or more, the Education Welfare Officer will be informed in writing by the school's Attendance Officer. This applies in the case of students under 16 years of age or upon completion of the Junior Certificate, whichever is later. The Year Head/Principal is to ensure that the school Attendance Officer is supplied with a copy of each suspension form.

The Board of Management of Athy College, KWETB and ultimately the DES offer the opportunity to appeal the Principal's decision to suspend a student. In the case of appeals against suspensions made by parents/guardians or a student over 18 years the Board of Management will, in the first instance, in the absence of the Principal hear the appeal. After due consideration the Board of Management will make a decision on whether or not to up-hold the appealed suspension. The Board will communicate its decision to the parents/guardian/student over 18 years and to the Principal. If the parent/guardian/student over 18 years does not accept the Board of Management's decision, the Board of Management will advise the parent/guardian/student over 18 years of his/her right of appeal to the ETB and thereafter to the DES.

A Section 29 Appeal may be taken where the total number of days for which an individual student has been suspended in the current school year exceeds 20 days. (Ref: Section 29 of the Education Act 1998 as amended by the Education (Miscellaneous Provisions) Act 2007.) When parents/guardians or a student aged over 18 years are being formally notified of an suspension they are also informed of their right to appeal – in the first instance to the Board of Management of Athy College; thereafter to KWETB and ultimately to the Secretary General of the Department of Education and Skills.

The Principal notifies the parents/guardians and the student in writing of the decision to suspend. The form confirms:

- The reason/s for the suspension
- The period of the exclusion and the dates on which it will begin and end
- The arrangements for returning to school, including any commitments to be entered into by the student and the parents/guardians
- The provision for an appeal to the Board of Management and thereafter to KWETB.

EXPULSION

Exclusion is the ultimate sanction imposed by the Board of Management of Athy College on a student and as such, will only be exercised by the Board of Management in relation to cases of extreme indiscipline. The authority to permanently exclude a student from Athy College, having complied with the provisions of Section 24 of the Educational (Welfare) Act 2000, belongs to KWETB and (under Section 31 of the Vocational Education (Amendment) Act 2001) may be devolved by KWETB to the Board of Management of Athy College.

In cases where the Principal judges that a student's actions are such that exclusion should be considered, the Principal will refer the matter to the Board of Management. The decision by the Principal to recommend the expulsion of a student requires serious grounds.

Expulsion is a very grave step and one that is only taken -

- in extreme cases of unacceptable behaviour
- in situations where a student's behaviour poses a real and significant disruption to the learning of others
- when the student's behaviour is a persistent cause of significant disruption to the learning of others
- in situations where the student is responsible for serious damage to school property
- actual violence or physical assault on another student or member of staff, occurring on the school premises or during a supervised school event
- supplying illegal drugs to other students in the school
- sexual assault.

Procedures will be fair and will comply with the Education (Welfare) Act 2000. The student in respect of whom expulsion is being sought, together with his/her parents/guardians has

- 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
- The right to be heard by the Board of Management of Athy College and by KWETB

- The right to be accompanied at hearings
- The right to ask questions of the other party or witnesses where there is a dispute about the facts.

The student in respect of whom expulsion is being sought, together with his/her parents/guardians have

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

The procedural steps which follow a preliminary investigation will include:

- A detailed investigation carried out under the direction of the Principal
- A meeting of the Principal with the student and his/her parents/guardians. If a student and his/her parents/guardians fail to attend that meeting they should be informed in writing of the gravity of the matter and the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the student's alleged behaviour.
- A recommendation to the Board of Management by the Principal
- In the case where an expulsion is being considered the Principal is authorised to exclude a student for an indefinite period until an emergency Board of Management can be convened in a timely manner.
- Inform the EWO in writing that the student is being considered for expulsion
- Inform the EWO in writing if a student is being expelled
- Consultations arranged by the Educational Welfare Officer
- Confirmation of the decision to expel.

Parents/guardians will be given due notice of meetings in writing and a fair and reasonable time to prepare for hearings. At each stage the student and his/her parents/guardians will be informed and will be given every opportunity to respond before a decision is made and before the sanction of expulsion is imposed. Records should be kept of invitations issued to parents and their response to such invitations.

A parent / guardian, or a student aged over eighteen years, may appeal a decision to permanently exclude to the Secretary General of the Department of Education and Skills (Education Act 1998 Section 29). An appeal may also be brought by the TUSLA / National Educational Welfare Board on behalf of a student. As a student of Athy College, the student is attending a school established or maintained by an ETB. Therefore, the appeal must be made in the first instance to KWETB. Where an

appeal to the ETB has been concluded, parents / guardians, or a student aged over eighteen years, may subsequently go on to appeal to the Secretary General of the Department of Education and Skills.

The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Skills). Review of the Use of Expulsion. The Board of Management of Athy College will review the use of permanent exclusion in the school at regular intervals to ensure that its use is consistent with school policies, that patterns of use are examined to identify factors that may be influencing behaviour in the school and to ensure that expulsion is used appropriately.

THE ROLE OF THE BOARD OF MANAGEMENT

The Board of Management oversees the operation of the school's Code of Behaviour. In the first instance the Board of Management is responsible for initiating the development and review of the Code of Behaviour. It will peruse the Code before adopting it and initiate regular reviews.

In the case of any appeals against disciplinary decisions made by in-school management, the Board of Management will give fair consideration to such appeals by parents or students over 18 years of age. In the case of appeals against exclusions of more than 3 days made by parents/guardians or a student over 18 years the Board of Management will in the absence of the Principal hear the appeal. After due consideration the Board of Management will decide on whether or not to up-hold the appealed exclusion. The Board will communicate its decision to the parents/guardian/student over 18 years and to the Principal.

If the parent/guardian/student over 18 years doesn't accept the Board of Management's decision, the Board of Management will advise the parent/guardian/student over 18 years of his/her right of appeal to the KWETB. However, where the total number of days for which an individual student has been suspended in a single school year reaches 20 days, the parents/guardians or a student aged over 18 may appeal under section 29 of the Education (Miscellaneous Provisions) act 2007. Such an appeal is made in the first instance to KWETB. In the case of any proposal to expel a student, the Board will automatically refer the proposal to KWETB.

THE ROLE KILDARE WICKLOW EDUCATION AND TRAINING BOARD (KWETB)

KWETB is the statutory governing body of Athy College. KWETB in partnership with Athy College is committed to upholding the ethos of the school. The formulation and subsequent review of the Code of Behaviour is part of achieving a positive educational environment. The statutory role of KWETB extends in particular to appeals in all areas. Parents/guardians or students 18 years of age or over may appeal decisions of the school management and of the Board of Management of Athy College to KWETB. Information relating to the appeals process may be obtained from the Chief Executive Officer, KWETB, Aras Chill Dara, Devoy Park, Naas, Co Kildare.

THE ROLE OF PARENTS

The aims expressed in Athy College's mission statement are best achieved when the relationship between the school and parents/guardians is one of partnership. The code of behaviour encourages active communication and on-going collaboration between parents/guardians, teachers and students.

Athy College does not function in isolation. While teachers need to hold a holistic view of education and work effectively with each other in order to assist students to reach their full potential, this is best achieved when the school embraces, in a meaningful way, the fact that students spend more time at home and in their communities than they do in school. What happens in the home and in the community has an enormous influence on student behaviour in school, both in and out of the classroom, and this behaviour can have a major impact on both the students' own learning and that of other students.

One of the stated goals of Home, School, Community Liaison scheme is to raise awareness in parents/guardians of their own capacities to enhance their children's educational progress and assist them in developing relevant skills. Where students' behaviour is putting them, or other students, at risk of not reaching their potential in the school, individual parents/guardians are supported by the HSCL Co-ordinator and teachers.

Athy College aims to truly value its partnership with parents/guardians. As such, teachers and parents are encouraged to work respectfully and meaningfully together, to have realistic and to set out these to students in an age and language appropriate manner. As outlined in this Code of Behaviour, Athy College values discussion with and support from parents/guardians when a student's behaviour is causing difficulty to the student or to others in the school. Parents/guardians are asked to make

themselves familiar with the Code of Behaviour. At the beginning of each academic year parents/guardians are asked to study the school rules with their son/daughter and to return a signed copy to the school.

REWARDS AND SANCTIONS

REWARDS

Athy College endeavours to reward good behaviour. Among the methods for rewarding good behaviour are:

- Staff recognise the powerful effect on students of praise, encouragement and affirmation and endeavour in these ways to reward student behaviour.
- The journal may be used by teachers to record positive comments about a student's work.
- Tutors and class teachers are encouraged to record positive behaviours using VSware, thereby entering a permanent statement on an individual student's record.
- Green Cards and JCSP Cards– these cards are posted to parents/guardians to congratulate students who have made a positive contribution to the life of the school, who have made notable progress or improvement or who merit commendation in any way.
- On occasions in-class rewards are organised by individual teachers, tutors, year heads or co-ordinators to affirm positive behaviour at class group level.
- School Completion Awards reward students' engagement and improved engagement with school, particularly in areas such as attendance.
- End of year Awards Evenings, to which parents/guardians are invited, include awards for students who merit them for positive behaviour, participation and improvement. Categories of award include participation in the Student Council, attendance, punctuality, homework and use of the journal, effort, achievements, helpfulness and co-operation, uniform, good manners and respectful behaviour, initiative, environmental awareness, sense of school spirit, civic spirit and/or team spirit.
- Academic Achievement Awards Night, held annually after the Christmas examinations, rewards positive academic achievement and encourages aiming for excellence in in-house and state examinations.

ROLES AND RESPONSIBILITIES

At the beginning of each school year, the Year Heads along with the Principal, Deputy Principal will review and evaluate the Code of Behaviour. The Year Heads, working closely with Class Tutors and subject teachers to oversee the on-going implementation of the policy. Throughout the year the Year Heads will advise the senior management team on new initiatives to promote positive, respectful behaviour in our school.

REVIEWING AND EVALUATING THE POLICY

The policy will be reviewed and evaluated by senior management in cooperation with others on an ongoing basis. The on-going review and evaluation of this policy will take cognisance of changing information, legislation or guidelines and feedback from teachers, parents and students. The policy will be revised as necessary in the light of such review and will be updated before approval.

APPENDIX ONE – LEVELS OF INTERVENTION & SANCTIONS

Level	Sanction
Level 3 <ul style="list-style-type: none"> • Any Level 1 committed more than four times in the same week • Any Level 2 committed more than twice in the same week • Failure to attend level 1 or 2 detention twice • Inappropriate language or gesture towards another student (Slagging, arguing, shouting each other down, offensive remarks, bullying) • Inappropriate language or gesture towards teacher, SNA or any member of staff • Dangerous behaviour of any kind • Out of class without permission (mitching) • Throwing of anything in the classroom including paper (at teacher's discretion) • Ignoring a teacher or any member of staff • Inappropriate physical contact with another student or teacher (Includes physical fighting) • Damaging school property • Off school premisses without permission • Consumption of illegal substances on school premises • Refusal to follow schools mobile phone policy after more than two warnings • Consistent misuse of journal • 	<p>After school detention (1 hour)</p> <p>Recorded on VShare for PT meeting</p> <p>Year Head informed and parents contacted by Year Head</p> <p>*Potential Suspension or internal suspension</p> <p>**Referral to Principal or Deputy Principal in serious cases for possible expulsion</p>
Level 2 <ul style="list-style-type: none"> • Any Level 1 committed more than twice in the same week • No homework/ failure to produce previously missing homework • No equipment (Includes books, copies, stationary and specialist subject materials such as PE gear) • Late for class (more than 5 mins) • Cheeky/Rude behaviour (first offence) • Making inappropriate or excessive noise during class • Refusal to follow a teacher's instruction after initial warning • Use of ONE swear word (at the teacher's discretion) 	<p>Lunchtime Detention with class teacher</p> <p>Recorded on VShare for PT meeting</p> <p>Tutor informed and parents contacted by tutor</p> <p>May also come with being moved seat in class or</p>

<ul style="list-style-type: none"> • Running in halls or classrooms • Failure to complete classwork or putting head down after warning • Failure to attend Level 1 detention • Using lockers or going to toilet between classes without permission • Using mobile phone or refusal to hand it over (Also referred to Year Head for Level 3 Sanction) • Misuse of journal 	<p>removed from the classroom if behaviour persists (use collegial support)</p>
<p>Level 1</p> <ul style="list-style-type: none"> • Partially/unacceptably completed homework • Missing equipment (Includes books, copies, stationary and specialist subject materials such as PE gear) • Late for class (less than 5 mins) • Talking out of turn (after warning) • Failure to follow teachers instruction • Turned around/looking around in class • Still eating, drinking or chewing gum after warning • Excessive questioning or trying to deflect attention from the class lesson • Pointing out other students for not following rules • Mobile phone visible or going off during class (phone also confiscated) • Using chromebook for anything other than assigned classwork (Chromebook use limited or supervised for the following week) • Not wearing full uniform (To be dealt with by tutors during morning tutorial notes to be presented to tutor. Refer to Year Head if recurrence) • Wearing of any jacket or hood up in class (jacket also confiscated) • Any heavy makeup especially eye make up. Light makeup coverage only 	<p>Lunchtime Detention with class teacher (10 mins)</p> <p>Recorded on VShare for PT meeting</p> <p>May also come with being moved seat in class or removed from the classroom if behaviour persists (use collegial support)</p>