

Admissions Policy



St Mary's Holy Faith Secondary School Killester, Dublin 5

Date ratified by Board of Management:	June 2016
Last Reviewed	May 2018

Admissions Policy

Introduction:

The board of management of St Mary's Holy Faith Secondary School, Killester, Dublin 5 is setting out the school's admissions policy in accordance with the provisions of Section 15.2 of the Education Act, 1998 in order that parents and guardians will be assisted in relation to the school's enrolment procedures.

Parents are invited to contact the school office directly if they have any further queries in relation to the admission of students:

- St Mary's Holy Faith Secondary School office telephone: **01 – 831 0963**
- St Mary's Holy Faith Secondary School office email: **admin@hfk.ie**

Rationale:

The admissions policy seeks to ensure that St Mary's Holy Faith Secondary School has procedures in place so that decisions made on all applications are open and transparent.

The admissions policy also takes account of the capacity of St Mary's Holy Faith Secondary School and resources in place to cater for the needs of all applicants.

The admissions policy is informed by the mission statement and ethos of St Mary's Holy Faith Secondary School, the vision and values of the Le Chéile Charter and by the religious and education policy of the Holy Faith Sisters.

This policy displays a commitment to the relevant principles which underlie the following legislation:

- the Education Act, 1998
- the Education (Welfare) Act, 2000
- the Equal Status Act, 2000
- the Education of Persons with Special Educational Needs Act, 2004
- the Data Protection Acts, 1998 and 2003

Mission Statement:

St Mary's Holy Faith Secondary School, Killester is a Catholic Secondary School. Our aim is to provide an excellent, all-round education in a Christian environment. We strive for academic excellence. We seek to enable each student to reach her full potential; to accept responsibility for her own actions; to respect the rights of others and to be motivated to make a positive contribution to the building of a better world.

Type of school:

St Mary's Holy Faith Secondary School operates under the patronage of the Le Chéile Schools Trust. The characteristic spirit of the school is based on the vision and values of the Le Chéile Charter which draws on the charisms and traditions of the different congregations that comprise the Le Chéile Schools Trust.

St Mary's Holy Faith Secondary School, Killester, Dublin 5 was established in 1967 by the Holy Faith Order and seeks to promote the core values of Holy Faith education as outlined in the Le Chéile Charter. The philosophy and ethos of St Mary's Holy Faith Secondary School are founded on the vision of Margaret Aylward, foundress of the Congregation of the Holy Faith Sisters.

Holy Faith schools aim to create a community through which is formed an integrated and reliable people who deeply experience God, who have a sense of responsibility to Church and society, who are critically aware of injustice and the needs around them and who are eager to build a better world.

The Curriculum:

St Mary's Holy Faith Secondary School provides a broad and balanced curriculum which encourages students to strive for excellence in all areas of human development. The school provides a range of learning opportunities, including curricular, co-curricular and extracurricular activities that help students to develop their talents and achieve their full potential. The school curriculum prepares them for active participation in society and for participating fully in all areas of life, including the world of work. Experiencing the curriculum encourages students to take increasing responsibility for their own learning and decision-making.

Pastoral Care:

The school seeks to support and challenge the students so that they can make the most of their time in school. Through its pastoral care system it aims to help them become integrated and self-reliant people who respect all that is good in themselves, in each person, and in life. It provides programmes of language support, help with study and personal counselling where necessary. It develops home-school links, seeking to work in partnership with parents and guardians.

Faith Development:

The school has a special commitment to the development of the spiritual dimension of students' lives. To this end, faith formation and the Religious Education (RE) programme play a key role. Students follow the Department of Education and Skills programme in Religious Education which is suitable for students of all faith and those of no faith.

General Information:

- School hours are from 09.00a.m. to 3.45p.m. on Monday, Tuesday, Wednesday and Thursday. On Fridays class times are from 09.00a.m. to 1.15p.m. The building will be open to students 30 minutes prior to official opening time and 15 minutes after official closing time. Supervision is provided between these times only.
- School holidays follow the Department of Education and Skills standardised school year. Details of parent-teacher meetings and other fixed events are provided to parents with the school calendar as early as possible in the school year.
- Each student is required to have a school journal and the use of a school locker.
- The school requests €150 annually for new students and €100 for existing students. This sum is used to meet the costs of general items of expenditure which include school journals, school lockers, student 24 hour insurance cover, supplementary course materials, guest speakers, tests, reports and photocopying. A separate charge is applied to cover the purchase of mock examination papers for 3rd and 6th year students. After-school study is provided for 2 hours each evening; this facility is open to all students for a modest fee.

Curricular Programmes:

St. Mary's Holy Faith Secondary school provides Department of Education and Skills approved curricular programmes. These programmes may be amended from time to time in accordance with the Education Act, 1998. The school currently offers the Junior Certificate and established Leaving Certificate courses to all students and Transition Year (TY) and Leaving Certificate Vocational Programme (LCVP) as optional programmes. Access to the options subjects listed below depends on student demand, personnel and resources on an annual basis.

Junior Cycle Curriculum:

Junior Cycle Core Subjects:

English

Gaeilge

Mathematics

Civic, Social and Political Education (C.S.P.E.)

French/Spanish

Geography

History

Religious Education

Physical Education

Social, Personal and Health Education (S.P.H.E.), including the Relationships and Sexuality (RSE) programme

plus 3 optional subjects from the following list of options subjects:

Junior Cycle Options Subjects:

Science

Business Studies

Art, Craft and Design

Home Economics

Music

Senior Cycle Curriculum

Senior Cycle Core Subjects:

English

Gaeilge

Mathematics

French/German/Spanish

Religious Education

Physical Education

plus 4 subjects from the following list of options subjects:

Senior Cycle Options Subjects:

Accounting Geography

Art History

Biology Home Economics

Business Music

Chemistry

Leaving Certificate Vocational Programme (LCVP):

The Leaving Certificate Vocational Programme (LCVP) is an intervention designed to enhance the vocational dimension of the established Leaving Certificate. The programme was introduced nationally in 1994 in response to the challenge placed on Ireland's education system by a changing work and business environment. LCVP combines the academic strengths of the established Leaving Certificate with a dynamic focus on self-directed learning, enterprise, work and the community. The programme now enjoys enhanced recognition for admission to many third-level courses.

St. Mary's Holy Faith Secondary School students may study LCVP as part of the established Leaving Certificate provided their subject choices meet the Department of Education and Skills' approved combination of vocational subject groupings.

Transition Year (TY):

The St. Mary's Holy Faith Secondary School Transition Year (TY) programme is optional. TY subjects are similar to the full range offered at Senior Cycle. In addition, students have an opportunity to engage in a wide variety of subjects, modules and activities not on the regular curriculum. These currently include Multimedia Studies, Smart Skills, Art and Craft, Creative Writing, Road Safety, Lifeskills, Health and Safety, The school musical and the Gaisce (President's) Award are examples of the range of activities on offer. Work experience is an integral part of the TY programme.

Application Procedures for Transition Year (TY):

The maximum number of TY places available is determined by staffing resources; the maximum number will be determined by the principal in consultation with the programme co-ordinator. In the allocation of TY places the following procedures will apply.

- The programme co-ordinator will supply the TY application forms; all forms are to be returned to the TY co-ordinator
- A closing date for receipt of applications will be indicated on the TY application form; late applications may not be considered. Acceptance of the application form does not confirm or imply an expectation of a place on the programme
- Each TY applicant student is invited for interview where an opportunity will be given to expand on the information provided in the application form. Students will be given the opportunity to express fully why a place in TY would benefit them and what they can bring to the programme
- Close consideration will be given in the selection process to student behaviour and work ethic during the junior cycle, including detention and suspension records
- Feedback is also sought from students' previous year heads, tutors and teachers
- Student attendance and punctuality records are key considerations in the allocation of TY places
- TY places are allocated on the understanding that the TY fee be paid in full.

Where the number of applicants exceeds the number of TY places available the following procedures will apply:

- All relevant information gathered in the TY application process will be reviewed
- The TY co-ordinator in conjunction with the principal will allocate places

- Parents/guardians of students who were unsuccessful in applying for a TY place will be informed in writing by the programme co-ordinator in conjunction with the principal
- Parents/guardians of students who were unsuccessful in applying for a TY place may appeal the decision; appeals must be directed to the board of management.

Co-curricular and Extracurricular Activities:

St. Mary's Holy Faith Secondary School aims to educate the whole person by providing students with a broad and holistic educational experience. A wide range of co-curricular and extracurricular activities is available to complement classroom learning; these include musical performances, Scifest, Young Scientist, debating, public speaking and social awareness initiatives as well as a range of participative and competitive sports that includes athletics, badminton, basketball, camogie, Gaelic football, soccer and tennis. Activities may vary from year to year subject to personnel and resources.

School Management and Representative Associations:

The school's board of management is appointed by the Le Chéile Schools Trust. The board manages the school on behalf of the Trust in accordance with the relevant provisions of the Education Act, 1998 and policies determined by the Minister for Education and Skills from time to time. The 8 voting members of the board of management come from the following constituent bodies:

- Le Chéile Schools Trust 4 nominees
- Parents: 2 elected nominees
- Teachers: 2 elected nominees

In addition to the 8 voting members, the school principal is an *ex-officio* non-voting member of the board and acts as secretary of the board of management

Parents' Association (PA):

An elected Parents' Association represents the parent body. The PA plays an important role in supporting the school's aims and commitment to delivering a quality educational, social and faith-formation experience to the students and in promoting the school name and image among the wider community. The PA holds regular meetings throughout the school year and organises a number of functions for the general body of parents; the principal meets regularly with the association. The input of the PA is sought in the drafting and review of relevant whole-school policies. The two parent representatives on the board of management liaise with the Parents' Association.

Student Council (SC):

An elected Student Council represents the student body; the SC is supported by a liaising teacher to play a responsible and supportive role in the life of the school. The SC provides leadership development opportunities for students; members are provided with training to support the SC to play an effective role in the life of the school. SC meetings are held regularly and members assist at a number of school events in the course of the year. The input of the council is sought in the drafting and review of relevant whole-school policies.

Student Supports:

The following are the main services among the range of supports provided to students of St. Mary's Holy Faith Secondary School.

- **Pastoral Care Structure** – the school's Pastoral Care structure includes a Year Head and Class Tutors for each year group
- **Learning Support** – learning support and resource hours are provided for students with identified and special educational needs
- **Guidance and Counselling** – providing personal, vocational and career counselling

Admissions Process - preliminary:

The following points are preliminary to and form part of the admissions process below.

- Applications for places at St. Mary's Holy Faith Secondary School are accepted:
 - for girls only
 - from parents and guardians who accept the school ethos and Code of Behaviour
 - for girls who sit an assessment test
- Department of Education & Skills' rules specify that recognised secondary school students must have completed sixth class in primary school and be aged 12 years on the 1st of January in the calendar year following the students' entry into First Year. In order to comply with this rule the school will require confirmation from the relevant primary school and an original birth certificate at registration
- Resources, staff levels, facilities and funding available to the school are among the factors that determine the number of places available in any given year.

Admissions Process to First Year:

Attention is drawn to the **Information Pack**, **Open Evening** and **Application Form** in the admissions process for places in first year outlined below.

- Information packs are prepared for parents and guardians interested in sending their daughter to St. Mary's Holy Faith Secondary School,
- Information packs are available from the school office and are also available during the annual open evening held in September each year. Details of the open evening are listed on the school website www.holyfaith.ie and by advertisement in the local Northside News
- An annual open evening will be held in the school in order to provide further information about the operation of St. Mary's Holy Faith Secondary School, and to allow interested parents/guardians and students to view the school and its facilities. The information pack, including the application form for entry to first year, is distributed at the open evening. The information pack and application form will also be available from the school office
- It is the responsibility of parents/guardians who wish to apply for a place for their daughter to familiarise themselves with the admissions process and deadlines.

Application Procedures:

- Applications are accepted from primary school pupils from fourth class onwards
- Where an applicant student attends a primary school among the Howth Deanery list of primary schools the Howth Deanery Common Application Form should be completed; see Appendix A for an alphabetical listing of Howth Deanery primary schools. In general, applications are accepted on the enrolment date which is set by the Howth Deanery
- Application forms for applicant students who have attended a primary school outside the Howth Deanery list of primary schools are available from the school office or during the annual open evening. The closing date for receipt of completed applications is normally the second Friday of October of the year prior to admission
- An offer of a place will be made in writing and must be accepted in writing in accordance with the terms contained in the letter of offer; this offer is conditional upon the signing by parents, guardians and their daughters of the St. Mary's Holy Faith Secondary School, Killester Code of Behaviour
- There will be an assessment morning for all incoming first year students in February/March of the school year prior to admission as set down by the Howth Deanery Committee; the results of the assessments will be used to facilitate students in accordance with their needs
- Applicants will be notified at the end of October of the year prior to admission if they have secured a place
- Unsuccessful applicants will be put on a waiting list and will be notified if and when a place becomes available
- Applicants must indicate in writing that they wish to accept the place offered by a specified date
- Unaccepted places will, at this point, be offered to students on the waiting list, provided they have applied by closing date for receipt of application.

Necessary Information Required From Applicants:

St. Mary's Holy Faith Secondary School management requires the following details on the application form:

- Student's name and address
- Names and addresses of parents and guardians
- E-mail address if available
- Student's date of birth
- Student's personal public service (PPS) number
- Contact telephone numbers, including mobile contact numbers
- Contact details of family doctor
- Religion
- Details of any medical condition of which the school should be aware
- Details of any disabilities or special educational needs
- Previous schools attended by the student
- Relevant information, if applicable, regarding custody, access arrangements and court orders pertaining to the student
- Further information which may be relevant to the school and/or its ethos.

Closing Date for Completed Application Forms

Completed application forms must be returned to the school office by a specific date. It is the parent's/guardian's responsibility to ensure that the completed application form is delivered in time.

Assessment and Information

Parents/guardians will be notified of the date of the assessment tests held in February or March. During the open evening, an information pack is given to parents and guardians of incoming students outlining the school admissions procedures, curriculum and Code of Behaviour.

Code of Behaviour:

St. Mary's Holy Faith Secondary School, has a detailed Code of Behaviour. It outlines the system of student affirmation, awards and sanctions the school operates to promote a climate of positive behaviour; this facilitates an optimal teaching and learning atmosphere that is at the heart of the school's educational mission. Prospective students, their parents/guardians must familiarise themselves with the Code of Behaviour which they are required to accept and sign as a condition of the admissions process.

Transfer of Students from Other Schools:

In the case of students seeking to transfer to St. Mary's Holy Faith Secondary School, Killester from another post-primary school or seeking readmission, the following procedures apply:

- Parents/guardians who request a place for their daughter(s) in St. Mary's Secondary School must complete the standard application form and a student transfer form. They may be interviewed by the principal who may be accompanied by the deputy principal or a member of the teaching staff
- School reports and relevant data regarding attendance, as per the Education Welfare Act 2000, concerning the applicant will be sought by the principal from the school which the applicant is attending or has most recently attended
- The reason(s) for the proposed transfer will be discussed with the parents/guardians and the student, as appropriate
- The principal must be satisfied that transfer to the school shall be on the basis that it would be in the best interests of the student concerned, given curricular provision, subject choices and level, facilities available at the time and any other relevant factors affecting the educational benefits to the applicant and the likely impact on students already in the school and the operation of the school in general
- The principal will refer the application to the board of management.

A decision about the transfer of the student to St Mary's Holy Faith Secondary School will be conveyed to the parents/guardians within 21 days following the interview on condition that all the required data has been received by the principal.

Children with Disabilities and/or Special Educational Needs:

In welcoming applications from students with special education needs (SEN), St. Mary's Holy Faith Secondary School will use the resources, finances and personnel provided by the Department of Education and Skills (DES) to make reasonable provision for all such students and will ensure that these students are free to participate in the life of the school in so far as is reasonably practicable.

While recognising and fully supporting parents'/guardians' right to have a school of their choice for their children, the school's ability to provide for students with particular educational needs is dependent on resources, suitable to the needs of the individual student, being provided by the DES.

The decision of the board of management may include the deferred admission of students with SEN pending the provision of the appropriate supports identified for such students.

St. Mary's Holy Faith Secondary School strives to create an inclusive environment for students with special educational needs, unless the nature and degree of those needs is such that to enrol the student concerned would be inconsistent with both the best interests of the student herself and/or the effective provision of education for the other students with whom the student concerned is to be educated.

In addition to the standard information required for all applications, the parents/guardians will be requested to provide a copy of the student's medical/psychological report/individual education plan (IEP), if available. If such reports are not available, parents/guardians will be asked to have the student assessed immediately. The purpose of such assessment is to assist the school in establishing the educational needs of the student and to profile the support services required.

It may take some time for the DES to process requests for resources. Parents/guardians are strongly advised to inform the school as early as possible of their daughter's particular disability or special educational needs and discuss their particular situation with the principal well in advance.

Board of Management's Right to Refuse Entry:

The school reserves the right to refuse enrolment to any student in exceptional cases. Such an exceptional case could include the following:

- Where in the opinion of the board of management, the student poses an unacceptable risk to other students, to school staff or to school property
- Where in the opinion of the board of management the school does not have the necessary resources in place to accommodate students with special educational needs.

Appeals:

The final decision with regard to the enrolment of students in St. Mary's Holy Faith Secondary School, and with regard to all matters covered by this Admissions Policy, lies with the board of management. Parents/guardians whose daughter has not been allocated a place in the school may appeal this decision in the first instance to the board of management and subsequently to the Department of Education and Skills, under Section 29 (d) of the Education Act (1998).

The parents/guardians will be informed in writing of the board's decision and the reasons why the student was not accepted. The appeal must be made within 42 calendar days from the date the decision of the board of management was notified to the parents/guardians concerned.

Ratification

This policy was ratified by the board of management

Signed: _____
Chairperson, Board of Management

Date: _____

Signed: _____
Principal

Date: _____

Application Form
DATA INPUT FORM – STUDENT RECORD
(Please fill in block capitals)

STUDENT'S PERSONAL DETAILS:

Surname: _____ First Name: _____

Address: _____

Date of birth: _____ P.P.S. number: _____

Home telephone: _____ Religion: _____

Previous school attended: _____ Telephone: _____

Name of student's family doctor (GP): _____

Address of family doctor (GP): _____

FAMILY DETAILS:

Mother's/Guardian/Youth Advocate's Name: _____

Occupation: _____

Telephone numbers (mobile and work): _____

Mother's Email address: _____

Father's/Guardian's Name: _____

Occupation: _____

Telephone numbers (mobile and work): _____

Father's Email address: _____

Number of children in family: _____

Student's position in family: _____

Other siblings attending St. Mary's: _____

In the event that we cannot contact the Mother/Father/Guardian listed above, please give an emergency contact name and number

Name of emergency contact: _____ Telephone: _____

Relationship to student: _____

HEALTH: General Health History:

Does your child have any medical condition or illness (Please give details below):

Does your child have to take any medication (give details to include asthma medication):

Any other information:

SPECIAL EDUCATION NEEDS

Has your daughter been diagnosed with any specific learning difficulty which would require special needs supports? Please also indicate if she has received special needs intervention in her primary school.

Details:

Is your child exempt from the study of Irish in primary school? **YES** **NO**

ANY OTHER INFORMATION that would require the school to be sensitive to the needs of the student (e.g. bereavement, separation, custody arrangements etc.)

Details:

Mother's signature: _____

Father's signature: _____

Guardian's signature (if appropriate): _____

Appendix A

**Primary schools within the Howth Deanery in alphabetical order.
N.B. This is not an exhaustive list and is subject to change.**

Belmayne Educate Together, Belmayne, Dublin 13
Gaelscoil Míde, Cill Bharróg, Baile Átha Cliath 5
Holy Trinity National School, Donaghmede, Dublin 13
North Bay Educate Together, Kilbarrack, Dublin 5
Scoil Áine, Raheny, Dublin 5
Springdale National School, Raheny, Dublin 5
Scoil Eoin, Kilbarrack, Dublin 5
Scoil Neasáin, Baile Hearman, Baile Átha Cliath 5
St. Benedict's National School, Grange Park, Dublin 5
St. Brigid's Girls National School, Killester Dublin 5
St. Colmcille's National School, Donaghmede, Dublin 5
St. Eithne's National School, Edenmore, Dublin 5
St Francis of Assisi, Clongriffin, Dublin 13
St. Helen's National School, Portmarnock, Co Dublin
St. Marnock's National School, Portmarnock, Co Dublin
St. Mary's National School, Baldoyle, Dublin 13
St. Nicolas of Myra National School, Kinsealy, Co Dublin
Pope John Paul National School, Malahide, Co Dublin
St. Andrew's National School, Church Road, Malahide, Co Dublin
St. Oliver Plunkett National School, Malahide, Co Dublin

**Transfer Application Form
DATA INPUT FORM – STUDENT RECORD
(Please fill in block capitals)**

STUDENT'S PERSONAL DETAILS:

Surname: _____ First Name: _____

Address: _____

Date of birth: _____ P.P.S. number: _____

Home telephone: _____ Religion: _____

Previous school attended: _____ Telephone: _____

Current Year: Please circle 1st Yr 2nd Yr 3rd Yr TY 5th Yr 6th Yr

Name of student's family doctor (GP): _____

Address of family doctor (GP): _____

FAMILY DETAILS:

Mother's/Guardian/Youth Advocate's Name: _____

Occupation: _____

Telephone numbers (mobile and work): _____

Mother's Email address: _____

Father's/Guardian's Name: _____

Occupation: _____

Telephone numbers (mobile and work): _____

Father's Email address: _____

Number of children in family: _____

Student's position in family: _____

Other siblings attending St. Mary's: _____

In the event that we cannot contact the Mother/Father/Guardian listed above, please give an emergency contact name and number

Name of emergency contact: _____ Telephone: _____

Relationship to student: _____

HEALTH: General Health History:

Does your child have any medical condition or illness (Please give details below):

Any other information:

SPECIAL EDUCATION NEEDS

Has your daughter been diagnosed with any specific learning difficulty which would require special needs supports? Please also indicate if she has received special needs intervention in her previous school.

Details:

Is your child exempt from the study of Irish in her previous school? **YES** **NO**

ANY OTHER INFORMATION that would require the school to be sensitive to the needs of the student (e.g. bereavement, separation, custody arrangements etc.)

Details:

St. Mary's Holy faith Secondary School reserves the right to contact your daughter's previous school(s) to collect any relevant information, including school reports, attendance and punctuality records, psychological assessments etc. These records may be used to inform the school's ability to accommodate your daughter in the school.

Mother's signature:

Father's signature:

Guardian's signature (if appropriate):

CODE OF BEHAVIOUR



St. Mary's Holy Faith Secondary School Killester, Dublin 5

Date ratified by Board of Management:	April 2012
Last Reviewed	May 2018

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CODE OF BEHAVIOUR

Definition:

The Code of Behaviour is the agreed current set of procedures and practices that together with other related school policies, helps students to behave and learn well. The Code of Behaviour is based on the school mission statement and promotes the core values of:

- respect for self
- respect for others
- respect for the environment

Mission Statement:

St Mary's Holy Faith Secondary School, Killester is a Catholic secondary school. Our aim is to provide an excellent all-round education in a Christian environment. We strive for academic excellence. We seek to enable each student to reach her full potential; to accept responsibility for her own actions; to respect the rights of others; and to be motivated to make a positive contribution to the building of a better world.

Related School Policies:

- Admissions Policy
- Attendance and Punctuality Policy
- Anti-Bullying Policy
- Guidance Policy
- Homework Policy
- Mobile Phone Policy
- Internet Acceptable Use Policy
- Substance Use Policy
- School Journal Policy
- Student Uniform Policy

Code of Behaviour – rationale:

Many people work together in our school each day and therefore a high level of co-operation, courtesy and consideration for others is necessary for a sense of good order to prevail. Our Code seeks to create a caring and supportive learning and teaching environment in which each girl is given the best possible opportunity to grow and develop academically, socially and personally.

Code of Behaviour – general principles:

- ensuring that the core values of respect for self, respect for others, and respect for the environment will inform all aspects of implementing the code of behaviour
- ensuring a positive climate where students can learn and teachers can teach
- promoting a proactive, pastoral, and positive approach in all dealings with students
- ensuring the health and safety and welfare of the school community
- recognising the role and responsibility of parents in resolving discipline matters
- honesty, fairness, justice and kindness are key values of our Code of Behaviour

- high expectations of behaviour are upheld
- promotion of individual responsibility and self-regulation
- a belief in the ability of the student to amend behaviour that conflicts with the Code
- a spirit of forgiveness will inform the school's response to students who demonstrate a credible commitment to amend their future behaviour and to put breaches of the Code behind them.

Code of Behaviour – aims:

- to promote positive behaviour and a positive learning environment
- to encourage students to develop an ability to self-regulate their behaviour
- to promote a climate of respect, care and courtesy towards others
- to ensure a safe and secure school environment
- to develop a framework of effective procedures for the day-to-day running of the school that are clear to all and readily understood
- to encourage the active participation of parents in the education of their daughters
- to ensure the support of parents for the school in implementing the Code.

Code of Behaviour – the promotion of positive behaviour:

St Mary's Holy Faith Secondary School acknowledges and rewards positive behaviour by students in the following ways:

- teachers set high expectations for student behaviour and work ethic
- teachers acknowledge this by verbal praise or by writing positive comments in students' copies or journals
- teachers may pass on or acknowledge good work or effort to Tutors or Year Heads who may reiterate the positive feedback to students and parents
- tutors and year heads will acknowledge good work, effort and improved behaviour to an individual student, group of students or the full class group
- students are actively encouraged to participate in team building, extracurricular activities and can participate in leadership roles throughout the school by their involvement in team sports, the Student Council, and the prefect system
- students' practical and project work may be displayed throughout the year or on occasions such as Open Night and Graduation Night
- photographs of students who have achieved in any areas – academic and non-academic, co-curricular and extracurricular may be included on the school website, the school magazine or displayed on the achievements wall in the school.

Code of Behaviour – formal awards:

- Award ceremonies are held twice a year acknowledge individual student achievements in a variety of categories, including academic, school spirit, diligent work and effort, punctuality and attendance, sport, art, music, drama.
- the Phil Costigan Award is presented to a senior cycle student who demonstrates particular talent in any genre of English writing
- the Margaret Aylward Award is presented to the Leaving Certificate student who in the course of her years at St Mary's Holy Faith Secondary School, Killester has best reflected the spirit of Margaret Aylward (the foundress of the Holy Faith Order)

The School Rules

Admission to the school is subject to acceptance of its rules.

▪ Courtesy

Students are expected to have respect for themselves, for their fellow students and for all members of staff. Abusive language, gestures and behaviour are unacceptable. Abusive language and behaviour are not acceptable and will result in immediate suspension. Bullying of another pupil verbal physical or psychological is a serious offence and will not be tolerated. (Please refer to our Anti-Bullying policy). All allegations of bullying will be investigated according to the procedures outlined in the Anti-Bullying policy.

▪ Attendance and Punctuality:

(a) Regular and punctual attendance is expected. A note of explanation from Parent / Guardian is required immediately for:

- absence from school
- late arrival
- permission to leave school before the time of dismissal. (Students are expected to make dental / medical / hospital appointments outside of school hours wherever possible. Requests to leave school early must be accompanied by an appointment card).

These notes are to be written in all spaces provided in the school journal and should be shown to all teachers concerned.

(b) It is the responsibility of parents / guardians to ensure that students attend school. If a student is absent from school for more than 20 days during the school year the school must inform the National Educational Welfare Board (NEWB) under the terms of the Education (Welfare) Act 2000.

(c) In the case of illness during the school day, students must inform the class teacher who may inform the office. Parents may be notified and arrangements made to collect the student. Students should not themselves contact parents under any circumstances.

▪ Academic work and Study:

Students are expected to work hard at their studies and to do so as directed by their teachers. Students are expected to be prepared for and to work in all lessons. They should have the necessary textbooks and class materials.

Students should present completed homework and be present for all tests and examinations.

Where homework is not presented or is incomplete, a student must provide a note of explanation from parent or guardian.

▪ Internet:

Students are required to use computers and computer networks solely for the purpose of education and academic research. Students must not tamper with any computer or

computer software without the permission of a teacher. Students and Parents/Guardians are required to sign the school's Acceptable Internet Use Permission Form.

The use of information and communications technology (ICT) for the purpose of bullying a fellow student, insulting or defaming a teacher or any other member of staff associated with the school or bringing the school into disrepute in any fashion will be viewed as an act in the category of extreme misbehaviour that may incur serious sanctions.

▪ **Mobile Phones (including personal electronic devices and ipods):**

To ensure the safety of staff and students, mobile phones or personal electronic devices must be switched off (and not just on silent) and kept in the schoolbag or locker during the school day. Any student found using a mobile phone or personal electronic device in school, on school grounds or on school outings without permission will have the device confiscated. Only parents/guardians may collect the device at the end of the school day. Where the school has determined that a student has used a mobile phone without permission from the school authority, this will be treated as a breach of the school rules on the use of mobile phones and sanctions may apply.

▪ **Uniform:**

Parents/Guardians are requested to ensure that their daughters wear the correct uniform. Each item of uniform must be marked clearly with pupil's full name.

From September 2016 incoming First year students will wear a

- Green jumper
- White shirt
- Plaid skirt
- Green Socks

Senior students **may** wear a

- Navy jumper
- White shirt
- Plaid skirt
- Navy socks
- Green school jacket
- Black **flat** shoes or navy deck shoes are permitted
- Only school scarves or plain black scarves are permitted
- No over-sized head gear is permitted
-

There is no obligation on any existing student still wearing the original grey uniform to change to the new school uniform.

P.E. uniform must be worn for P.E. classes and sports fixtures.

Blue hooded P.E. jackets are for sports occasions only.

▪ **Personal Appearance:**

- Students should be clean and neat at all times.
- Only the following jewellery may be worn – watch, one pair of small earrings and one small ring. No other piercings.

- Discrete make-up is permitted. The school authorities' decision about what constitutes discrete make-up shall be binding. Hairstyles should be neat and appropriate.
- Extreme hairstyles and unnatural hair colours are not acceptable. The school authorities will decide what hairstyles and colours are appropriate and may require students to remedy such styles/colours.

▪ Safety:

Students must walk and not run within the school building. They must not leave the classroom without permission, except at breaktime. Students may go to lockers only before 8.55a.m. /11.00a.m. to 11.10a.m. / 1.15p.m. to 1.40p.m. and after 3.45p.m.

▪ Lunch:

Students may not leave the school during lunchtime without the permission of the principal / deputy principal. Healthy food options are encouraged and unhealthy lunch options such as crisps are discouraged. Fizzy drinks or chewing gum is not permitted in school.

▪ Text books, Copies, etc:

Each student is expected to provide herself with a complete set of textbooks, copies and other resources as prescribed by teachers. Each student is responsible for her own property. The school authorities accept no responsibility for students' property or money. books must not be left in the classrooms. They should be stored in lockers.

▪ The School Journal:

Each student is expected to carry a School Journal. The School Journal should record homework, notes from teachers to parents, notes from parents to teachers. Any defacing of the School Journal or graffiti is strictly forbidden. A school Journal that has been lost or that is in an unsatisfactory condition must be replaced.

▪ Environment:

Students should co-operate in keeping the school tidy. Students who deliberately damage or deface school property will face sanctions

▪ Smoking; alcohol; unprescribed drugs etc:

- Smoking on the school premises and school grounds is forbidden
- The use or supply of alcohol, unprescribed drugs and hallucinogenic inhalants will be regarded as a serious disciplinary matter and may lead to expulsion.

▪ Cars:

Parents who leave students to school by car must use the **BROOKWOOD MEADOW ENTRANCE** and should turn **BEFORE REACHING THE NEAREST POINT OF THE SCHOOL BUILDING**. In the interests of safety, the main car-park is for the use of staff only.

▪ Visiting the school:

Parents/Guardians are welcome to come to the School to meet a teacher or the Principal, Deputy Principal or a teacher **provided that a prior appointment has been made**. To ensure the safety of the school community visitors to the school must **first report to the office at the main entrance** for verification of their appointment.

No parents/visitors may ever come to a classroom door.

– Discipline Procedures –

The purpose of interventions: positive supports and sanctions

A culture of positive behaviour and positive interventions guides all teacher-student interactions and school culture in St Mary's Secondary School, Killester. Complementing this approach, the procedures for dealing with incidents of misbehaviour are referred to as our 'discipline ladder'. The 'discipline ladder' identifies incidents at varying levels of seriousness. The more serious the incident, the higher up the ladder it is dealt with. For the sake of clarity, misbehaviour is divided into three categories:

- (1) Mild or low-grade misbehaviour
- (2) Serious misbehaviour
- (3) Extreme misbehaviour

In St Mary's Holy Faith, Killester, sanctions are used in conjunction with positive supports to achieve the following outcomes:

- to help students recognise when their behaviour is unacceptable
- to help students to change unacceptable behaviour
- to help students to understand that they have choices about their own behaviour and that all choices have consequences
- to help students to take responsibility for their own behaviour

Sanctions are also used:

- to reinforce the boundaries set out in the Code of Behaviour
- to signal to all students that breaching the Code of Behaviour carries consequences
- to signal that the school takes seriously its duty of care to students and teachers to provide an atmosphere in which learning and teaching can flourish
- to keep all members of the school community safe and supported

Examples of categories of misbehaviour and of the sanctions that may be imposed are set out on the following pages.

– Discipline Procedures –

Categories of Misbehaviour

(1) Mild or low-grade misbehaviour: The following are examples

- Inappropriate language and the general use of coarse language in routine conversation and interaction
- Inappropriate physical behaviour such as horseplay, shoving, pushing etc.
- Being occasionally late to school or class
- Occasionally interrupting teaching and learning during class or supervision
- Occasionally forgetting books, homework, equipment, and absentee notes
- Occasionally breaching rules on uniform, on personal appearance
- Chewing gum

These examples of mild or low-grade misbehaviour may be dealt with by the class teacher, supervising teacher or tutor. Sanctions for these may include the following:

- verbal reprimand or warning (including advice on how to improve behaviour)
- written note in journal
- note of concern to parents/guardians
- move place in class
- lunchtime work
- community task e.g. cleaning classrooms

(2) Serious misbehaviour: The following are examples

- mild or low-grade misbehaviour as defined at (1) that has become persistent
- abusive language, including racist and sexist comments
- vandalism and graffiti (to include the student journal)
- theft
- bullying
- smoking
- defiance of a teacher or refusing to obey an instruction by a staff member
- use of mobile phone without permission
- threatening behaviour – verbal and physical
- fighting – aggressive behaviour
- truancy – absent from school or class without permission or calling parents/guardians to be collected without going through the proper channels

These examples of serious misbehaviour may be dealt with by the year head or deputy principal or principal. Sanctions for these may include the following:

- detention before school hours, during school breaks, or after school hours
- being placed 'on report':
 - stage (1) observation – yellow sheets;
 - stage (2) green sheets
- in-house suspension ('sin bin')
- suspension from school

(3) Extreme misbehaviour: The following are examples

- serious misbehaviour as defined at (2) that has become persistent
- Abusive language directed at a staff member
- Serious threatening behaviour
- Repeated vandalism or graffiti that defames another person
- Persistent bullying (see anti-bullying policies and procedures)

- Substance abuse – the use or supply of alcohol, unprescribed drugs, hallucinogenic inhalers (see substance abuse policy and procedures)
- Extreme fighting or extremely aggressive behaviour

These examples of extreme misbehaviour will be dealt with by Year Head/Deputy Principal or Principal / Board of Management.

Sanctions for these examples of extreme misbehaviour may include:

- in-house suspension ('sin bin')
- being placed 'on report':
 - stage (3) orange sheets
 - stage (4) red sheets
- suspension from school
- expulsion – the Board of Management will take this decision

ACTIONS TO BE TAKEN

Misbehaviour type	Who deals with it?	Possible interventions	
		Supports	Sanctions

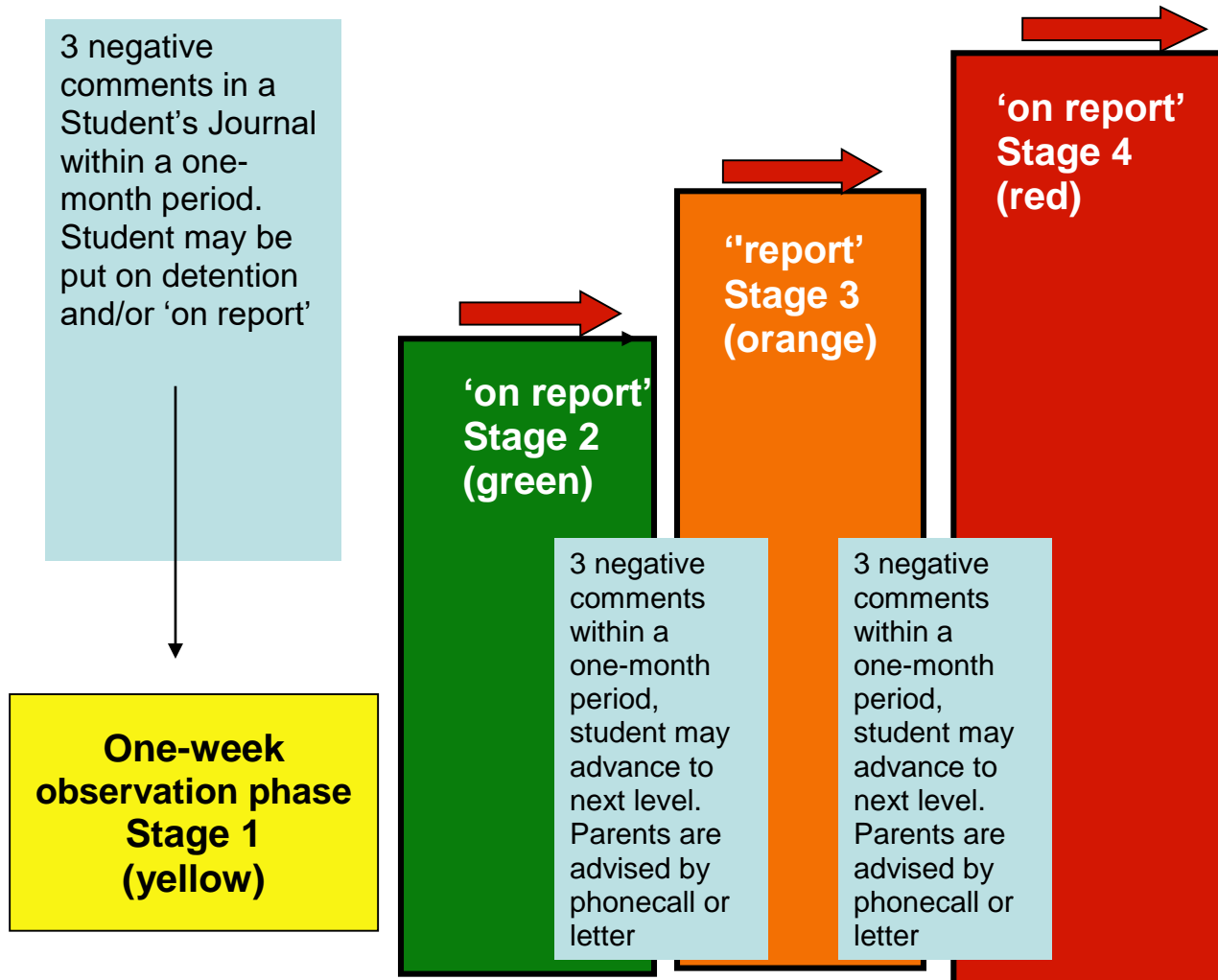
<p>Mild or low-grade misbehaviour</p> <p>→</p>	<p>Class teacher or Supervising teacher or Tutor</p> <p>→</p>	<ul style="list-style-type: none"> ▪ Teacher speaks with student after class ▪ Note of concern to parents in journal (yellow sheets) ▪ Year Head / Tutor speaks with student <p>→</p>	<ul style="list-style-type: none"> ▪ Reprimand ▪ Verbal warning ▪ Move place in class ▪ Note in journal ▪ Note of Concern to parents/guardians
<p>Serious misbehaviour</p> <p>→</p>	<p>Tutor or Year Head</p> <p>Tutor:</p> <ul style="list-style-type: none"> ▪ checks journal weekly ▪ reports repeated offences to year head or class teachers make a written report for serious incidents <p>→</p>	<ul style="list-style-type: none"> ▪ Year Head or Tutor speaks with student ▪ Year Head may contact parents & may refer to school counsellor <p>→</p>	<p>Year Head may:</p> <ul style="list-style-type: none"> ▪ Impose detention ▪ Put a student on Observation report ▪ Remove a student from a class ('sin bin') ▪ Put a student on one-week report (stages 1 to 3) ▪ Recommend suspension
<p>Extreme misbehaviour</p> <p>→</p>	<p>Year Head:</p> <ul style="list-style-type: none"> ▪ May refer matter to Deputy Principal or Principal ▪ makes full written report ▪ matter may be referred to BOM <p>→</p>	<ul style="list-style-type: none"> ▪ Parents informed of right to appeal under S29 Ed. Act 1998 (& students aged 18 yrs+) <p>→</p>	<ul style="list-style-type: none"> ▪ Student 'on report' (stages 3 to 4) ▪ Suspension ▪ Expulsion in line with NEWB Guidelines

How 'On report' Stages 1 to 4 works

Detention or suspension may be imposed between any of the 4 stages
Very serious breaches may result in immediate advancement from one stage to the next

Board of Management

The board of management may decide to permanently exclude a student having complied with S24 of the Education (Welfare) Act 2000



Suspension

Definition:

Suspension is defined as requiring the student to absent herself from the school for a specified, limited period of school days.

Authority to suspend:

The Board of Management has formally delegated to the Principal the authority to suspend a student. In implementing a decision to suspend, the Principal shall adhere to:

- (1) The procedures for suspension as set down in the Code of Behaviour of the school.
- (2) Chapter 11 of Developing a Code of Behaviour: Guidelines for Schools (NEWB:2008)

In the event of the absence of the Principal, the authority to suspend is delegated to the Acting Principal subject to the provisions of (1) and (2) above.

The grounds for suspension:

Suspension should be a proportionate response to the behaviour that is causing concern. It may be considered in the following circumstances:

- the student's behaviour has had a seriously detrimental effect on the education of other students
- repeated breaches of the Code of Behaviour
- the student's continued presence in the school 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.

Factors to consider before suspending a student:

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

Forms of Suspension:

Immediate suspension: The Principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of students or staff of the school or any other person.

Suspension during a State examination: This sanction must be approved by the Board of Management and should only be used where there is:

- a threat to good order in the conduct of the examination
- a threat to the safety of other students and personnel
- a threat to the rights of other students to do their examination in a calm atmosphere

Automatic suspension: Particular forms of misbehaviour will automatically incur suspension as a sanction. These forms of behaviour include:

- Abusive language directed at a member of staff
- Serious threatening behaviour directed at a member of the school community
- Substance abuse

Procedures in respect of suspension:

Fair procedures are followed when proposing to suspend a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the following procedures will be observed:

- Inform the student and her parents of the complaint, how it will be investigated and that it could result in suspension
- Parents and student will be invited to meet the Principal and will be given an opportunity to respond to the complaint before a decision is made and before any sanction is imposed
- In the case of an immediate suspension or of an automatic suspension, parents/guardians will be notified and arrangements made with them to collect their daughter from the school. A formal investigation will then be initiated with a meeting between all parties arranged for a later date. Parents and the student will be given an opportunity to respond to the complaint before any decision is made and any further sanction imposed.

The period of suspension:

- A student will not be suspended for more than three days except in exceptional circumstances. If a suspension is longer than three days, the matter will be referred to the Board of Management for consideration and approval. In circumstances where a Board of Management meeting cannot be convened in the time frame necessary, the Principal with the approval of the Chairperson, may impose a suspension of up to five days
- No student will be suspended for more than ten days on any one period of suspension
- The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student is 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).

Appeals:

The decision of the principal to suspend a student may be appealed to the board of management. Where the total number of days for which the student has been suspended in the current year reaches twenty days, the parents/guardians, or a student aged over 18 years, may appeal the suspension under section 29 of the Education Act.

Implementing the suspension:

The Principal will notify the parents and the student in writing of the decision to suspend. The letter should confirm the following:

- 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 school, including any commitments to be entered into by the student and the parents/guardians
- the provision of an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Skills (Education Act: Section 29) in particular circumstances.

Grounds for removing a suspension

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Skills directs that it be removed following an appeal under Section 29 of the Education Act 1998.

After the suspension ends

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

The Year Head will speak to the student on her return to school and will help the student to put the incident in the past and start afresh.

The Year Head shall have the discretion to readmit the student by placing her 'on report' to monitor behaviour in the days immediately following return to school.

Records and Reports

Written records will be kept of:

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

The Principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension.

The Principal is required to report suspensions in accordance with the NEWB reporting guidelines.

Review:

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

Expulsion

Definition:

A student is expelled from school when the Board of Management makes a decision to permanently exclude her from the school, having complied with Section 24 of the Education (Welfare) Act 2000.

Authority to expel:

The Board of Management has the authority to expel a student.

The grounds for expulsion:

Expulsion should be a proportionate response to the student's behaviour and should only be taken in extreme cases of unacceptable behaviour.

A proposal to expel a student requires serious grounds such as that:

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

There may be grounds for considering that a student be expelled for a first offence. The kind of behaviours that might result in a proposal to expel includes the following:

- a serious threat of violence against another student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault

Factors to consider before proposing to expel a student

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

Procedures in respect of expulsion

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

1. A detailed investigation is carried out under the direction of the Principal

The Principal will inform the student and the parents in writing about the details of the alleged misbehaviour, how it will be investigated and how it could result in expulsion.

A meeting will be arranged with the Principal to give the parents and student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and a sanction is imposed.

If the parents and students fail to attend the meeting, the Principal will write explaining the seriousness of the issue, the importance of attending a rescheduled meeting, and failing that, the duty of school management to make a decision to respond to the inappropriate behaviour.

A record will be kept of the invitation issued and the response of the parents.

2. A recommendation to the Board of Management by the Principal

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

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

3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing

The Board will review the initial investigation and ensure that the investigation was properly conducted in line with fair procedures.

The Board will review all documentation and the circumstances of the case. No party who has had any involvement with the case will be part of the Board's deliberations.

If the Board decides to consider expelling a student, a hearing will be arranged.

At the hearing, the Principal and the parents, or a student aged 18 years or over, will put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The parents may use the meeting to make their case for lessening the sanction. The board will ensure that they are and are seen to be impartial. Parents may wish to be accompanied to the hearing and the board will facilitate this.

After both sides have been heard, the Principal and parents will withdraw and the Board will deliberate in private.

4. Board of Management deliberations and actions following the hearing

The Board of Management will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction.

Where the Board, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board will notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. The student cannot be expelled before the passage of twenty school days from the date on which the Educational Welfare Officer receives the written notification.

The Board will inform the parents in writing about its conclusions and the next steps in the process. Parents will be informed that the Educational Welfare Officer will be notified of the decision.

5. Consultations arranged by the Educational Welfare Officer

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

- Consult with the Principal, parents and student
- Convene a meeting of those parties who agree to attend

The purpose of the meeting is to ensure that arrangements are made for the student to continue in education. Where the possibility of continuing in the school is not an option, the consultation should focus on alternative educational possibilities. The board may consider it appropriate to suspend a student during this twenty days period if there is a likelihood that the continued presence of the student will seriously disrupt the learning of others or represent a threat to the safety of other students or staff.

6. Confirmation of the decision to expel

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

Appeals

A parent, or a student over 18 years, may appeal a decision to expel to the Secretary General of the Department of Education and Skills. An appeal may also be brought by the National Educational Welfare Board on behalf of the student.

Review

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

Bringing a concern about a behaviour matter

St Mary's Holy Faith Secondary School, Killester promotes openness and partnership with parents. When concerns arise, parents are encouraged to contact the Principal with a view to resolving the matter.

Monitoring

The Code of Behaviour will be monitored by the Principal and Deputy Principal, and staff on a regular basis and will be reviewed annually.

The Code of Behaviour was adopted by the board of management

Signed: _____
Chairperson of Board of Management

Date: _____

Signed: _____
Principal

Date: _____