Code of Behaviour

Of

Jesus & Mary Secondary School,

Gortnor Abbey

School Patrons: Le Chéile Schools Trust clg.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: 8/6/26

Reviewed May 2025
Reviewed June 2026

Code of Behaviour

"The only preferences allowed are for the poorest, the most unfortunate, for those children who have the most faults, or the fewest good qualities. Be attentive and forestall pupil's faults and mistakes so as to avoid punishing them. The best leader is not the one who punishes the most, but the one who knows how to prevent the greatest number of mistakes. This is the surest and best way of maintaining order, of doing good and of making the children happy".

(St. Claudine Thévènet)

Our school is a Christian Community which strives for mutual respect; co-operation and justice; where each student is supported and facilitated to develop his/her own unique skills and special talents.

Jesus & Mary Secondary School, Gortnor Abbey, is a school that respects, values and accommodates diversity across all nine grounds in the equality legislation – gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller Community and ensures that no student is discriminated against. It seeks positive experiences and outcomes and a sense of belonging for all students across the nine grounds. Outcomes include access, participation, personal development and education achievement. Discrimination shall be taken to occur where a person is treated less favourably than another on any of the aforementioned grounds.

Gortnor Abbey's Code of Behaviour is underpinned by the religious and educational philosophy of its foundress, St. Claudine Thévènet, and is in keeping with the Le Chéile Charter which recognises the unique dignity of the human person.

Fundamental to our ethos is an acceptance by all of the need for courtesy and co-operation within the school community. The formal Code of Behaviour provides a framework for a positive approach to behaviour and discipline within the school.

The school's stakeholders, management, staff and parents work together to achieve these aims:

- Encourage, guide and support pupils towards self-discipline.
- Encourage pupils to have respect and consideration for one another.
- Create an appropriate learning and teaching environment for all.
- Prepare pupils for the responsibilities of the adult world.

When enrolling their son or daughter, parents are asked to sign a form declaring that they have read the Code of Behaviour and that they agree to its contents.

Development of the Code of Behaviour

While formulating this policy the Board of Management shows due regard to the provisions of:

- The Education Act 1998,
- The Education (Welfare) Acts 2000-2015
- The Equal Status Act 2000.
- NEWB Guidelines on Developing a Code of Behaviour (2008)
- Junior Cert Wellbeing Guidelines (2017)
- Children First Act 2015
- Child Safeguarding Statement (2018)

The Code was developed through consultation and collaboration with representatives from the whole school community. The Principal, Deputy Principal, Board of Management, Parents' Association, Students' Council and all staff have been included in the planning process. The review and development of the Code of Behaviour has been done in a manner that takes full account of the good practice set out in the NEWB Guidelines while maintaining the ethos and character of the school community.

Vision for Relationships and Behaviour in Gortnor Abbey

Student support is a priority in Gortnor Abbey. We endeavour to create a school community where everyone is respected and valued and has a sense of belonging. We acknowledge the importance of each student striving to achieve their full potential and encourage excellence in all areas of school life.

In a spirit of collaboration all members of the school community are engaged in the task of creating an environment conducive to excellent teaching and learning. It is through this collaborative approach that the Code of Behaviour has been developed.

As part of this process, the school's structured referral system for disciplinary matters was developed and provides a clear framework and guidelines regarding breaches of the Code of Behaviour and the appropriate actions.

Promoting Good Behaviour

School management and teachers consistently implement strategies to promote positive behaviour and mutually respectful relationships for the whole-school community.

The following strategies are used to promote positive behaviour and relationships:

- Students are given responsibility in the school and have been involved in the development of the Code of Behaviour.
- The standards of behaviour expected are clear and are regularly heighted to students at assemblies.
- Our Student Support Team adopts an open, collaborative and consultative approach to the behaviour of individual students.
- Positive behaviour is reinforced through praise, encouragement, feedback and mutually respectful relationships.
- The annual election of the Student Council encourages responsibility and positive relationships between staff and students.
- Senior students provide a Mentoring Programme for first year students.
- Our Annual Awards, The Bl. Dina and Claudine Thévenet Awards acknowledge students who embody our ethos.
- The school website and school App are regularly updated to acknowledge achievements.

How Students, Staff and Parents can help each other to meet the Standards expected in the School

The successful education of all students is dependent on an active, consistent and mutual partnership between students, staff and parents. This is best achieved when all partners embrace both their rights and their responsibilities.

Staff members are expected to:

- Adhere to all health and safety guidelines pertaining to Covid 19 issued by the HSE, DES and the Board of Management of the school.
- Treat all members of the school community with respect and courtesy.
- Be professional and show respect for the interests and welfare of students.
- Provide a quality education to all students in a safe and secure environment.
- Implement classroom management strategies which promote positive behaviour.
- Endeavour to deal with misbehaviour before formal sanctions are imposed.
- Provide an education based on high expectations.

- Provide regular class work and homework that is appropriate to the age and ability of each student.
- Promote positive attitudes regarding self-worth, social justice and equality.
- Provide equality of opportunity without discrimination based on any of the following nine grounds: gender, marital status, family status, sexual orientation, religion, age, disability, race or membership of the travelling community.
- Communicate with parents through written reports, at parent / teacher meetings and at any other appropriate time if necessary.
- Address bullying in accordance with the Anti-Bullying Policy.
- Help to maintain a well-disciplined school environment.
- Implement the Code of Behaviour with impartiality and using fair procedures.

Parent (s) / Guardian (s) are expected to:

- Adhere to all health and safety guidelines pertaining to Covid 19 issued by the HSE, DES and the Board of Management of the school.
- Treat all members of the school community with respect and courtesy.
- Encourage their children to attend school in a way that derives maximum benefit from their time in school. Necessary appointments should be made for students outside school hours where possible. Parents should inform the school appropriately if their child will be absent and provide a note on the child's return. Since the Education Welfare Act (2000), schools have a legal obligation to monitor attendance and report to the National Education Welfare Board pupils who have more than **20 days** absence during a school. (***See Attendance Policy).***
- Call to the school office when collecting their son/daughter and ***sign him/her out***. In the event of another designated adult collecting please notify the office in advance.
- Ensure that their son/daughter is punctual for school.
- Encourage and support their son/daughter with school work.
- Check the progress of their child's homework assignments and sign any notes sent by teachers.
- Provide their child with the required textbooks and resources necessary for school.

- Communicate effectively with the school where appropriate. Parents are expected to attend parent / teacher meetings and / or any special appointments if requested.
- Support school policies.

Students are expected to:

- Adhere to all health and safety guidelines pertaining to Covid 19 issued by the HSE, DES and the Board of Management of the school.
- Wear the full school uniform*.
- Be punctual for school and for each class.
- Attend all classes for the full school day according to their timetable.
- Have required texts and materials, all of which are clearly marked with their name.
- Be attentive and respectful during each class.
- To comply at all times with health and safety instructions and guidelines.
- Have a school journal and record homework in it.
- Ensure all notes written in the journal by teachers are signed by a parent/guardian.
- Complete all homework/class assignments/work/learning assigned.
- Adhere to the school's ***Mobile Phone Policy***.
- Have a lock on their locker and store all books/equipment in it.
- Communicate appropriately with each other and with members of staff at all times.
- Attend regularly and provide notes explaining absences.
- Participate and give their best in all aspects of school life • To work to prevent bullying. ***Refer to Anti-Bullying Policy***.
- To recognise the rights of others.
- To have an awareness that their actions and interactions impact on their own wellbeing and the wellbeing of others

- To show courtesy and respect to all visitors to the school
- To show courtesy, consideration and good manners in their behaviour while travelling to and from school, in school and while representing the school on outings or trips
- To respect at all time school property, property of others and personal belongings
- To comply at all times with the school's ***Acceptable Use Policy*** (Please refer to the school's AUP)
- To comply with the schools ***Substance Abuse Policy***
- To participate in the Litter Rota for their area, use recycle bins provided and support the Green Schools initiative
- Refrain from the use of aerosol deodorants in the interest of health and safety
- To uphold the good name of the school at all times

***School Uniform**

Girls: Green knee length gym

Green V- neck jumper with school crest

White Shirt blouse/White Polo Shirt with collar

White round neck T-shirt for underneath white shirt if required

White knee length Socks/Plain black tights

Black low heel shoes (dark coloured AV8's acceptable)

Black uniform/ Work appropriate trousers (leggings, tracksuit bottoms, skinny jeans or jeans are **not considered part of the school uniform**)

Boys: Grey Trousers

Grey Shirt

White round neck T-shirt for underneath shirt if required

Grey V-neck jumper with school crest

Black Shoes **(No Logo's No Stripes)**

Black School Jacket for girls and boys is the only jacket allowed to be worn in class.

Sport/PE: Any Polo shirt, tracksuit bottoms or shorts and runners

Please note all uniform items and sportswear ***must be clearly marked*** with the student's name.

- Particular fashion trends may be deemed to be inappropriate for school by school management
- Jewellery, make-up, hair colour must be discreet and appropriate to the school uniform.
- Visible tattoos and body piercings, other than small earrings are considered inappropriate.

The Consequences of Unacceptable Behaviour: Responses and Sanctions

The aim of sanctions is to create a climate that encourages and reinforces good behaviour, encouraging students to take personal responsibility for their learning and their behaviour. A problem-solving approach is used in response to inappropriate

behaviour. At all times, the focus is on the behaviour and not the student as the problem.

All behavioural problems are addressed as early as possible and agreed strategies are implemented consistently. It is expected that pupils will accept and respond positively to correction from members of staff, be it inside or outside the classroom.

The initial sanctions are effective for the majority of pupils. However, a small number of pupils may require further attention.

Any form of bullying in not acceptable. If breaches to the Anti-Bullying Policy occur, actions will be taken to deal with the situation appropriately. If any degree of bullying is identified, help and support will be provided, as is appropriate to both the victim and the bully.

Strategies for sanctioning have been developed in a manner that incorporates impartiality and fair procedures. Responses are kept as local as possible. The following ladder of intervention sets out the structures and fair procedures used and it also indicates how the situation will be dealt with when such a need arises.

- Teacher deals with the issues.
- The matter is referred to the Year Head.
- The matter is referred to the Deputy Principal.
- The matter is referred to the Principal who can issue sanctions up to and including suspension for up to a maximum of 3 days
- The matter is referred to the Board of Management. The Board may be asked to consider expulsion.
- The matter may be referred by way of appeal to the Department of Education under Section 29 of the Education Act and/or the Trustees.

In most cases, these levels of sanction follow one another. However, in certain cases, the degree of disrespect or disregard for school rules shown by a single act may warrant that a pupil be immediately referred to the Deputy Principal, the Principal or be suspended or expelled without going through the process of minor sanctions.

At any stage in the above ladder of referral process the help of the Guidance Counsellor may be requested.

Individual Teachers

- Normally, minor incidents of indiscipline will be dealt with by the teacher. Sanctions available to the teacher include reprimanding a pupil, reasoning with him/her, changing seating arrangements.
- Failure to adhere to Uniform Policy, to present homework, to have adequate materials for class and to behave in an acceptable manner in class maybe noted on the behavioural tab on VS Ware to which parents will have access.
- A teacher may also refer a student to the Guidance Counsellor if concerned about his/her behaviour.
- Incidents regarded by a teacher as persistent, or of a serious nature, will be reported in writing to the Year Head, giving details of the incident and any action taken by the teacher.

Year Heads

- The Year Head will decide on the appropriate follow-up action to be taken with individual pupils.
- They may require a pupil to explain any behaviour pattern of a particular incident. Students are therefore involved in the problem-solving approach when dealing with behavioural issues.
- The Year Head may decide to communicate with parents if appropriate. Other students may also be communicated with depending on the context of the incident.
- Relationships between students are managed as well as their behaviour. This is done in order to understand the context and factors that may be affecting behaviour.
- The issue may be discussed at Student Support Team meetings. Ideas and possible solutions are generated that take into account the reasons for the misbehaviour and the individual needs and circumstances of the student concerned.
- The Year Head may refer a student to the Guidance Counsellor for additional support in encouraging an improvement in behaviour.
- The Year Head may assign a student to detention following consultation with the Deputy Principal.

The Deputy Principal

Pupils who have persistent problems with the Code of Behaviour may be referred to the Deputy Principal.

Sanctions that may be implemented at this stage include:

- The Deputy Principal may call a pupil's parent(s) in dealing with a discipline issue.
- He/she will also liaise with teachers in monitoring the pupil's behaviour and improvement.
- The Deputy Principal may enlist the support of the Guidance Counsellor in dealing with a student.
- A pupil may be placed on report. A pupil on report will be asked to carry a report card which he/she presents to designated teachers throughout the day. The report card notes the behaviour that is being monitored, and it is the pupil's responsibility to get a report from the teachers as to his/her progress in relation to that behaviour.
- A pupil may be required to attend detention. When a detention is given parents will be informed by means of a phone call of this sanction.
- Detention will normally take place at lunch time.
- To miss an assigned detention will be regarded as a serious matter.
- For an exceptional reason, a detention may be deferred, but only with the prior consent of the Deputy Principal/Principal.
- A pupil may be deprived of a school privilege. Parents will be contacted in advance of any such sanction being imposed.

If a pupil fails to make progress at an acceptable rate, the Deputy Principal may refer the pupil to the Principal, with a recommendation for suspension.

The Principal

The Principal, on a referral of a pupil, has the power to suspend a pupil for up to three days. A suspension may take two forms:

- In-house. A pupil may be suspended from particular classes or activities, but must be present on the school premises, where he/she will be allocated alternative duties at these times.
- Out of school. A pupil may be suspended from all school activities and will be personally responsible for making up any loss of instructional time.

The procedures to be used in the case of suspension are outlined in the Suspension section of the Code of Behaviour.

The Board of Management

Should a pupil merit a third suspension during their time in school, or should he/she be engaged in what is regarded as an extremely serious breach of the respect element of the Code of Behaviour, the matter may be brought to the Board of Management, which has the power to expel the pupil.

The procedures to be used in the case of expulsion are outlined in the Expulsion section of the Code of Behaviour.

Suspension

Suspension requires the student to absent himself/herself from the school for a specified, limited period of school days. During the period of a suspension, the student retains his/her place in the school.

Authority to suspend

The Board of Management has the authority to suspend a student. Where this authority is delegated to the Principal, the delegation should be done formally and in writing. The Board of Management and the Principal have a duty to ensure that there are no undue delays in an investigation and in making decisions about the imposition of a suspension. Great care will be taken to ensure that all matters to do with an investigation of alleged misbehaviour are dealt with in confidence.

The grounds for suspension

Suspension should be a proportionate response to the behaviour that is causing concern.

The decision to suspend a student requires serious grounds such as that;

- The student's behaviour has had a serious detrimental effect on the education of other pupils.
- 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 simple 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.

Suspension is part of an agreed plan to address the student's behaviour. The suspension should:

- Enable the school to set behavioural goals with the student and his/her parents.
- Give school staff an opportunity to plan other interventions.
- Impress on a student and his/her parents the seriousness of the behaviour.

Forms of suspension

- Immediate suspension: Applied in exceptional circumstances.
- Suspension during a state exam: This sanction should normally be approved by the Board of Management.
- Automatic suspension: Particular named behaviours incurring suspension as a sanction will follow fair procedures.

Fair procedures have two essential parts:

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

Incidents involving alcohol, nicotine and nicotine related products within the school, on the school grounds and/or while attending school outings or functions will result in an automatic suspension for a minimum of 3 days. (See Substance Abuse Policy)

The following are inappropriate uses of suspension;

- Poor academic performance.
- Poor attendance or lateness.
- Minor breaches of the Code of Behaviour.

Procedures in respect of suspension

Schools are required by law to follow fair procedures when proposing to suspend a student. The school observes the following procedures;

- Inform the student and their parents about the complaint.
- Give parents and student an opportunity to respond.
- In the case of an immediate suspension parents will be notified, and arrangements made with them for the student to be collected.

The period of suspension

A student will not be suspended for more than three days except in exceptional circumstances. If a suspension longer than three days has been proposed by the Principal, the matter will be referred to the Board of Management for consideration and approval. The Board of Management will normally place a ceiling of ten days on any one period of suspension imposed by it. The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current year to twenty days or more. Any such suspension is subject to appeal under section 29 of the Education Act 1998.

Appeals

The Board of Management will offer an opportunity to appeal a Principal's decision to suspend a student.

Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student aged over eighteen years, may appeal the suspension under section 29 of the Education Act 1998.

At the time when parents are being formally notified of such a suspension, they and the student will be told about their right to appeal to the Secretary General of the Department of Education and Skills under section 29 of the Education Act 1998, and will be given information about how to appeal.

Implementing the suspension

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

- The period of suspension and the dates on which the suspension will begin and end.

- The reasons for the suspension.
- Any study programme to be followed.
- The arrangements for returning to school.
- The provision for the appeal to the Board of Management.
- The right to appeal to the Secretary General of the Department of Education.

Grounds for removing a suspension

A suspension will 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 the Education Act 1998.

A period of suspension will end on the date given in the letter of notification to the parents about the suspension. The school will have a plan to re-integrate the student back into the school. When the suspension is completed, a student is given the opportunity and support for a fresh start.

Formal written records will be kept of:

- The investigation.
- The decision-making process.
- The decision and the rationale for the decision.
- The duration of the suspension and any conditions attached to the suspension.

The Principal will report all suspensions to the Board of Management with the reasons for and duration of each suspension. The Principal will report all suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act 2000, section 21 (4) (a)).

Review

There is a system of regular review by the Board of Management of the use of suspension in the school.

Expulsion

The Board of Management has the authority to expel a student. A student is expelled when a Board of Management makes a decision to permanently exclude him/her from the school having complied with the provisions of Section 24 of the Education (Welfare) Act 2000.

The grounds for expulsion

Expulsion will be a proportionate response to the student's behaviour. The school will have taken significant steps to address the misbehaviour and to avoid expulsion of a student, including:

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

A proposal to expel a student will require 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.

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

Automatic expulsion

A Board of Management may decide as part of the school's policy on sanctions, and following the consultation process with the Principal, parents, teachers and students that particular named behaviours incur expulsion as a sanction. However, a general decision to impose expulsion for named behaviours will not remove the duty to follow due process and fair procedures.

Expulsion for a first offence

There will be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the Code could include

- A serious threat of violence against another student or member of staff.

- Actual violence or physical assault.
- Supplying illegal drugs to other students in the school.
- Sexual assault

Determining the appropriateness of expelling a student

- The school will consider the following factors before proposing to expel a student:
- The nature and seriousness of the behaviour
- The context of the behaviour.
- The impact of behaviour.
- The interventions tried to date.
- Whether expulsion is a proportionate response.
- The possible impact of expulsion.

Inappropriate use of expulsion

Expulsion will not be proposed for:

- Poor academic performance.
- Poor attendance or lateness.
- Minor breaches of the Code of Behaviour.

Procedures in respect of expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student.

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

The following procedures assume that the Board of Management is the decision-making body in relation to expulsions:

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

In investigating an allegation, in line with fair procedures, the Principal will:

- Inform the student and their parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- Give parents and the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made and before a sanction is imposed.
- Parents will be informed in writing.

Step 2: A recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged behaviour, 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 the student that the Board of Management is being asked to consider expulsion.
- Ensure that parents have record 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 to prepare for the hearing.

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

The Board of Management will review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.

At the hearing, the Principal and the parents, or a student aged 18 or over will put their case to the Board in each other's presence. Each party will be allowed to question the evidence of the other party directly. The meeting will also be an opportunity for parents to make their case for lessening the sanction. In the conduct of the hearing, the Board will take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. If parents wish to be accompanied at hearings, the Board will facilitate this in line with good practice and Board procedures.

After both sides have been heard, the Board will ensure that the Principal and parents are not present for the Board's deliberations.

Step 4: Board of Management deliberations and follow on actions.

Where the Board of Management, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)). The Board of Management will refer to the NEWB reporting procedures for proposed expulsions. The student will not be expelled before the passage of twenty school days from the date on which the EWO receives this written notification (Education (Welfare) Act 2000, s24(1)).

The Board will inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents will be told that the Board of Management will now inform the EWO.

Step 5: Consultations arranged by the Educational Welfare Officer

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

- Make all reasonable efforts to hold individual consultations with the Principal, the parents and the student and anyone else who may be of assistance.
- Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, s24). The consultations and meeting will ensure that arrangements are made for the student to continue in education.

Pending these consultations about the student's continued education, the Board of Management may take steps to ensure that good order is maintained and that the safety of the student is secured (Education (Welfare) Act 2000, s24(5). The Board may consider it appropriate to suspend a student during this time. Suspension will only be considered where there is likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the twenty-day period following notification to the Welfare Officer has elapsed and where the Board remain of the view that the student should be expelled, the Board will formally confirm the decision to expel. Parents will be notified immediately that the expulsion will now proceed. Parents and students will be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to expel a student.

Appeals

A parent, or a student aged over 18 years, may appeal a decision to the Secretary General of the Department of Education and Skills (Education Act 1998, s29). An appeal may also be brought by the NEWB on behalf of a student.

The appeals process

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 (DES).

Review of the use of expulsion

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. The patterns of use will be examined to identify factors that may be influencing behaviour in the school, and to ensure that expulsion is used appropriately.

When and Where Behaviour is subject to the Code

The expectations and standards of the Code of Behaviour apply to students while they are the responsibility of the school. Students must comply with the Code of Behaviour while on the school grounds and outside of school, when on school related activities such as school tours, games, extracurricular activities and attendance at events organised by the school.

Where help can be sought where problems arise

Parents can:

- Observe school policies on the school website at www.gortnorabbey.ie
- Write a note in the appropriate space allocated in the student journal.
- Communicate with class teachers at Parent / Teacher meetings.
- Call the school office. Arrangements may then be made to speak to appropriate staff over the phone or arrange an appointment to meet where necessary. Parents may wish to contact a specific member of staff dependant on the behavioural matter. Appointments may then be made after initial contact with the school secretary.
- Make a complaint about a behavioural matter by following the established Complaints Procedure set out for Voluntary Secondary Schools. (See Complaints Procedure).

Students can:

- Observe school policies on the school website at www.gortnorabbey.ie

- Observe the School Rules printed in their journal.
- Avail of the appropriate support structures in the school, dependant on the behavioural issue.
- Communicate directly with their class teacher. Direct contact can be made to speak to a student's Year Head, Guidance Counsellor, Deputy Principal, Principal or members of the Student Support Team where possible. Students may need to make an appointment for such a consultation.

Plan for Reviewing the Code of Behaviour

The Principal and staff in partnership with the Board of Management will review the Code of Behaviour regularly through collaboration and evaluation. An established awareness of the good practice set out in the NEWB Guidelines will allow for the on-going discussion and reflection necessary for an effective Code of Behaviour.

The Code of Behaviour will be updated in accordance with emerging developments in the school or relevant legislation. Self-evaluation of the Code will take place in order to recognise aspects in need of review. The Board of Management, together with the Principal, will prioritise these areas. Collaborative action plans will be devised and implemented within a specified timeframe.

Formal Adoption of the Code of Behaviour by the Board of Management of Jesus and Mary Secondary School.