

Kinsale Community School Code of Behaviour

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Mission Statement:

Kinsale Community School is committed to:

- enabling all students to fulfil their academic, intellectual, moral, spiritual, social, cultural and physical potential.
- fostering the development of personal responsibility.
- engendering a spirit of co-operation and mutual respect among students, staff, management, parents and the wider community.
- facilitating the professional development of staff in a safe and caring environment.

The School Ethos:

As stated in the school's mission statement, Kinsale Community School is committed to enabling all students to fulfil their academic, intellectual, moral, spiritual, social, cultural and physical potential. It is also committed to fostering the development of personal responsibility. This is the ethos which guides the School Policy on behaviour.

The school motto, 'Omnes Communiter Discendo', adopted by the first Board of Management, states that we are 'All together in Learning' and stresses our commitment to the education of all students in our care.

Kinsale Community School aims to foster the spiritual, moral, intellectual, social and physical development of each student. Our priority is the formation of a mature responsible person within a multicultural community. The school acknowledges the uniqueness of each individual and his or her worth as a human being. It promotes positive habits of self-respect, self-discipline, and responsibility among all its members. The school is committed to promoting equity in general and gender equity in particular in all aspects of its functioning.

Kinsale Community School strives to create a culture of enablement, in which students can grow to maturity in a stimulating and positive atmosphere, free of disruption, bullying and intimidation. The establishment of a caring ethos is an important part of school policy and a pastoral care programme is in place to help individual students.

A positive Code of Behaviour, which is seen to be firm but fair, is essential for individual development, for health and safety and for the effective operation of the school in an intellectually challenging atmosphere, with the emphasis on personal achievement, moral development and character formation.

School ethos is a shared responsibility, which demands the active co-operation of students, parents, staff and management.

Students have the right to work and study in an atmosphere that is conducive to learning. They are all asked to respect this. Students are encouraged to take responsibility for their own behaviour and co-operate with teachers.

Parents/ Guardians are partners in the educational process. They can encourage their child(ren) to have a positive attitude to their education. By enrolling their child(ren) in the school parent(s)/guardian(s) agree to accept the Code of Behaviour and undertake to ensure that their child(ren) understands the code and abides by it. In this way parents/guardians support teachers in maintaining a positive learning atmosphere.

Principal, Deputy Principals and Teachers will work to maintain this positive atmosphere by implementing the school code of Behaviour fairly and equitably and to ensure that the legitimate needs of the students are met.

It is the duty of the **Board of Management** to ensure that the Code of Behaviour is drawn up, implemented and reviewed in the school.

Code of Behaviour

The purpose of the code of behaviour is to identify as clearly as possible the guidelines within which pupils are obliged to behave. This code is vital to the good running of the school and contributes positively to the development of each student. It is intended that it will ensure that each person's welfare is protected and promoted.

1. Pupils are required to attend school each day and must follow the arranged time-table. Absences must be explained by a note from parents/guardians addressed to the Year Head or Deputy Year Head. This is required by section 18 of the Education (Welfare) Act 2000.
2. Punctuality is necessary throughout the school day. Students who arrive late for school (regardless of the time) will be recorded on CloudSchool for follow up by the Year Head/ Deputy Principals.
3. Students are not to leave the school premises without permission of the Principal, the Deputy Principals or their Year Head. Students who have permission to leave must sign out at reception and sign in on return.
4. Other than in emergencies, entry to and exit from the school building are only via areas identified by staff. Entry to and exit from the school campus are only via the gates at the front of the school building.
5. Students are required to have the necessary copies, texts, equipment and designated PE gear with them, so as to participate fully in classes.
6. Full school uniform worn neatly is compulsory each day. Students with incomplete uniform must bring a signed explanatory note from a parent/guardian. Any extra clothing must be worn under the uniform. Hair should be neat and tidy. Students are not to wear facial jewellery. Earrings must be limited to studs or sleepers. Uniform should be worn during the Junior Certificate and Leaving Certificate State Examinations.
7. The work of the classroom is all important and pupils must follow directions from staff. Teachers and students must be facilitated in every way in reaching their potential.
8. Students are required to complete the set homework, to study and to revise, and to use the homework journal as directed.
9. Students are forbidden to have in their possession or under their control any matter likely to be (a) injurious to the health or moral welfare of others; (b) offensive to others; (c) disruptive of the school routine (see section on mobile phones). During class time or study time students may not use or display objects such as ear phones or any other electronic device that may distract from the work at hand. Any matter which in the opinion of the school authorities constitutes a breach of this rule, must be surrendered on request to the school authorities.

10. Students must at all times treat members of staff, visitors and each other with respect and courtesy. The property of others must be respected and restitution shall be required for any acts of vandalism. Harassment of any nature is unacceptable as is vulgar and inappropriate language.
11. Students are to move about the school in a respectful and orderly fashion and are to obey directions from all staff. Other than at break times students may not enter toilet areas or use lockers without permission from a staff member.
12. Smoking is damaging to health. Students are forbidden to smoke or vape within the school building, in or near the school grounds and on school outings. Possession and/or use of unauthorised substances e.g. Vapes, cigarettes, alcohol or drugs is strictly forbidden.
13. Respect must be shown for the school and personal property. Use of chewing gum and correction fluid, e.g. Tipp-Ex etc. is forbidden.
14. On their way to and from school and on school activities students must behave in a way that will not bring themselves, their parents/guardians or the school into disrepute.

COMMITMENT

Remaining in Kinsale Community School is conditional upon a student's acceptance of this Code of Behaviour.

Incentives and Awards

We believe that encouragement is vital to success and achievement in all aspects of a young person's life. To this end, recognition of good behaviour occurs on many levels. Due recognition of genuine effort is given through praise and encouragement in class or at assembly. Positive comments may be recorded in the home work journal and reports. Students will also be encouraged by displays of work, prizes, privileges and responsibilities. The public address system is used on a regular basis to commend achievement. Articles regarding student achievements may also be included in the school newsletter.

Kinsale Community School holds an Annual Awards Ceremony during which a range of awards are presented to students who have demonstrated standards of excellence.

Students that show a keen interest and commitment in a specific area of school work may be awarded a scholarship to a relevant course. These scholarships are funded by voluntary contributions donated to the school.

Sanctions

The purpose of a sanction is to bring about a change in behaviour by

- Helping students to learn that their behaviour is unacceptable.
- Helping them (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences.
- Helping students to learn to take responsibility for their behaviour.
- Helping them to recognise the effect of their actions and behaviour on others.
- Reinforcing the boundaries set out in the *Code of Behaviour* and signalling to other students and to other staff that their well-being is being protected.

Staff will record the incident on CloudSchool and take any of the following measures as appropriate:

1. Verbal warning and / or advice to conform to accepted norms of behaviour.
2. Extra written assignments.
3. A note home in the homework journal.
4. Reasonable chores within the school.
5. A teacher may initiate contact with the relevant Year Head in order to remedy a situation or may contact home.
6. Certain privileges may be withdrawn.
7. Detention under school procedures. Where detention occurs after school hours it is acceptable practice to give a minimum of 24 hours of notice.
8. Removal from class with the prior consent of the Principal or Deputy Principal.
9. A teacher may send a letter or email home.
10. An Observation Sheet may be issued.
11. Where damage to property occurs, the Principal may in consultation with parents/guardians seek appropriate restitution.
12. The Principal may suspend a pupil from the school for a period of up to 5 days. Parent/guardians have the right of appeal to the Board of Management.
13. The Principal may, as a final resort, dismiss a pupil from the school, subject to the approval of the Board of Management. Parents/guardians have the right to appeal to the Board of Management.

Notwithstanding all the foregoing sections the Principal reserves the right to suspend or summarily dismiss a pupil if the offence is very serious.

It should also be noted that breaches of discipline not covered in the foregoing sections will be dealt with through the application of the Code of Behaviour.

Parents/guardians and students should note that pupil misbehaviour is recorded on CloudSchool.

Mobile Phones

Whilst we recognise the benefit of mobile phones in terms of security, serious issues in relation to invasion of privacy, bullying and pornography have arisen from the misuse of mobile phones internationally, nationally and locally. The protection of all students and staff within the school is of primary concern. Parents/guardians should, when necessary, contact their son/daughter through the school office only. Students may, with the permission of a staff member, use the school phone in an emergency.

To ensure the protection of staff and students, mobile phones must be switched off during lesson time and school activities.

An exception to this is where a teacher requires the use of the phone for a learning activity.

If a student is found to be using a mobile phone in class without permission, the teacher may confiscate the phone and deal with this matter with the support of the Year Head or Deputy Principal.

The school is not responsible for loss of theft of mobile phones on site.

Inappropriate use of cameras or any recording equipment is strictly forbidden including taking any images or videos without permission and posting on social media.

Cars, Motorbikes and Electric Scooters

Car parking space is reserved for staff. Students are not permitted to drive on to the school grounds. It should not be necessary to go to the car during the school day. Motor bikes and electric scooters may be parked at a location identified by the management. Students, while in school for class or any school business are forbidden to drive cars, scooters or bikes during that time.

Attendance

The Education Welfare Act 2002 legally requires:

- Parents /guardians to inform the school in writing of the reason for all absences.
- The school to report details of any student who has over 20 days school absences to the National Education Welfare Board.
- All absences, no matter how caused, are counted in the 20 days provided for under the Act. Schools do not have any discretion in not counting absences for “bona-fide” reasons.
- Any absences, even for one class period, must be accounted for by a parent/guardian. Irregular attendance or regularly missing class periods should also be reported under the Act.

Procedure

- The school will communicate student absences to parents/guardians via text message/letter/phonecall / email.
- Parents are asked to complete an absence form if their child has been absent from school for any reason. This form is available on the Kinsale CS mobile app or on the school website at the following link <https://www.kinsalecommunityschool.ie/absence-form>
- If a student is leaving school during the course of the day a signed note from a parent/guardian should be written in the student’s journal and signed by the relevant Yearhead or Deputy Principal before the student signs out at the school office. A student may not leave the school premises during the school day without this permission.
- If in unforeseen circumstances parents/guardians need to make contact with a student during the school day they should do so through the school office and not through the student’s mobile phone.

Leaving the school during the school day.

The school does not and cannot accept responsibility for students who absent themselves from the school for any purpose without prior permission from any one of the following: (a) the Principal (b) the Deputy Principal (c) the student’s Year Head (d) any other person nominated by the Principal or Deputy Principal. A note from a parent does not constitute permission to leave the school grounds; rather it constitutes a request from a parent/guardian for the school authorities to grant such permission.

Punctuality /Time in School

- Punctual attendance is required for all classes.
- A record is kept of all poor timekeeping and detention is used as a sanction. Students with two Lates in any school fortnight will be required to attend detention at a time arranged by the Principal or Deputy Principal or a Year Head.
- Any student arriving late must get a stamp in their journal and have their late recorded on CloudSchool. The student must go directly to class and then present the late stamp to the subject teacher on entering the class. Parents should monitor the journal and encourage punctuality.
- If a student arrives to school during a break or a change of class time, the “signing in” procedure must be followed in the office. It is the responsibility of the students to follow this procedure. Students who do not may be recorded as absent.

Safety, Health, Hygiene

- Under the Health and Safety and Welfare at Work Act 2005 students must take care that they do not cause accidents, and must report any problems or dangers so that action may be taken.
- There are safety routines and regulations in place for individual subject areas and in the school in general. These must be observed at all times.
- Hot drinks should be consumed in the immediate vicinity of the canteen.
- Students should walk on the right hand side of the corridor as per the one way system in the school. At break and lunch time school bags should be placed on the bag racks if possible or left on the same side of the corridors as the lockers.
- Any accidents involving persons or school property must be immediately reported to a member of staff.
- The school accepts no responsibility for loss or damage to students’ personal property. Each student shall place a secure lock on his/her locker. Valuable non-essential items should not be brought to school.
- All items of school uniform should be labelled with the student’s name.
- Chewing gum is banned in school at all times.

Pastoral Care

Kinsale Community School is committed to the development of Pastoral Care in the school.

Pastoral Care is the caring response of the members of the school community towards each other. It integrates the academic, social, personal, and spiritual dimensions of the schools’ educational endeavours. Pastoral Care helps to provide an orderly atmosphere and firm framework which will allow the students to get maximum benefit from their schooling and to prepare them realistically for life as adults. Other benefits of positive pastoral care include

- Encouraging respect for person and property.
- supporting the work of the subject teacher.
- help pupils with effective decision making.
- prepare pupils for making educational choices.
- enhance pupils’ personal lives.

A class teacher is assigned to each class group and a year tutor to each group.

The Class Teacher will develop a special relationship with the class so that the class respects him/her as someone with whom they may discuss difficulties or problems and who exercises authority in a fair and just manner. He/she will monitor the educational progress of each student and motivate the class to achieve the highest possible standard.

The Year Head with the support of the Deputy Year Heads has a vital role in providing the administrative support necessary to ensure that the pastoral care structure functions effectively. He/she co-ordinates the caring structure by meeting class teachers regularly to discuss and evaluate the students development. He/she meets the year group regularly and encourages a high standard of work and behaviour.

The Principal and Deputy Principals give witness to our Pastoral Care structure by supporting staff and students in developing the community aspect of our school.

The school ethos encourages the development of students' self esteem and dignity. Though the Pastoral Care programme articulates this concern, it is realised that a whole school approach to the issue is necessary both within and without the classroom. Consequently, significant emphasis is placed on encouraging all of our community to express care and concern for both self and other.

The Guidance Counsellors familiarise students with all aspects of career options and is also available in a counselling capacity.

The Chaplain exercises a pastoral role in the school which includes fostering and encouraging the spiritual life of the school community.

Learning support teachers and resource teachers provide extra support or individual tuition where necessary.

UNIFORM POLICY

Rationale

The school uniform is a fundamental aspect of the school identity, and it presents many advantages for the school community:

- Creates a sense of equality among all students and eliminates competition.
- Creates a clear school identity in the school and wider community.
- Reduces expense to parents.
- Pupils can clearly be distinguished from intruders on site.
- Represents a visible commitment to the rules and policies of KCS.
- Establishes a code of dress appropriate to the image the school wishes to present.
- Reinforces a pride among the pupils in their school, particularly when representing the school on sporting or extra-curricular activities.

The full school uniform (except PE uniform, see below) is currently available from Laura's of Douglas, Dosco Industrial Estate, Cork -Telephone 021-4368210.

Colours:

Blue, Grey and Gold

Blue Jumper:

V-necked, gold stripe around neck band with school crest.

Shirt:

Pale Blue Shirt with school tie for boys.

Pale Blue Blouse for girls.

Tee Shirt (white round necked only) may be worn under shirt if necessary.

Boys:

Grey Trousers. Dark socks.

Girls:

Grey Skirt with KCS logo or grey trousers.

Black tights.

Shoes:

All Students wear black shoes.

Runners not permitted.

Jacket:

Kinsale Community School Jacket with school crest available only in Laura's is compulsory for all students.

P.E. Uniform:

KCS School tracksuit is available to purchase from Academy Crest <https://academycrests.ie/product-category/schools/kinsale-community-school/> consisting of:

- a navy quarter zip top
- blue t-shirt
- navy pants

Runners must be worn with the PE uniform.

With regard to uniform:

- Full and correct uniform must be worn at all times.
- School uniform should be kept for school use only and should always be clean and neat.
- P.E. uniform is not accepted as a substitute for school uniform.
- A low-necked t-shirt or jumper may be worn underneath the school shirt but must not be visible.
- A student representing the school for any reason must wear correct school uniform.
- Full school uniform must be worn en route to school and when leaving school at the end of the school day.
- The only acceptable coat is the school jacket.
- No hoodies.
- No jeans or leggings.
- No heavy makeup.
- No excessive jewellery.
- No visible facial piercings.
- Studs only in ears.

- Hair must be neat.

Parents / guardians are expected to ensure that each pupil attends school each day in full clean uniform.

Where uniform is incorrect or incomplete, the Year Head or a member of the pastoral team will follow the matter up in line with the Code of Behaviour.

ADMISSION POLICY

The Board of Management is publishing this Policy in compliance with legislation as the official Admission Policy for the School. It has been approved by the Trustees. Copies are available at all times at the school and a copy is furnished to each person who applies to be admitted to the school.

School Organisation

Kinsale Community School is under the trusteeship of the Sisters of Mercy and County Cork V.E.C. It was established in 1996 from an amalgamation of Kinsale Vocational School and Our Lady of the Rosary Secondary School.

The school is managed by a Board of Management, representing the trustees, parents and teaching staff. The Board is “responsible for the government and direction of the school” as per Deed of Trust. The internal organisation, management, and discipline of the school is delegated to the Principal. Correspondence with the Board of Management shall be addressed to the Secretary of the Board of Management and listed for consideration at the following meeting. The school has a parent council. At the A.G.M. held in the first term of the school year the parent council is elected by the parents of the students. The B.O.M. has facilitated the establishment of a student council. It is elected each year from the student body. The Constitution governing the council has been approved by the Board of Management.

It is the aim of the school to enable students to participate as fully as possible in all school programmes both curricular and extra-curricular.

To this end the school provides:

- A comprehensive system of post-primary education open to all children of the community, combining instruction in academic and practical subjects.
- A Pastoral Care Programme which integrates the academic, social, personal and religious dimensions in a caring atmosphere.
- A wide range of extra-curricular activities.
- A comprehensive Adult Education Programme for persons living in Kinsale and the surrounding areas.

The school respects diversity of values, beliefs, traditions, languages and ways of life and subscribes to the principles of partnership, accountability, transparency, inclusion and respect for diversity, parental choice and equality. It will have regard to all these considerations in managing the admission of students and afterwards in operating the school. The school is also required by law to have regard to the efficient use of resources. It is fully aware of its obligation to provide for maximum accessibility of students to the school and to promote the right of parents to send their child to the school of their choice. At the same time the school is aware of its

statutory duty to provide an education to its students which is appropriate to their abilities and needs and must be mindful of this when evaluating applications on behalf of students for a place in the school.

Operating Context

- The school operates within the context of the statutory regulations as set out in the Education Act 1998, the Education Welfare Act 2000, the Equal Status Act 2000 and the Education for Persons with Special Needs Act 2004 and in accordance with the model lease for Community Schools.
- The school is funded by Department of Education and Science grants and is provided with staff in accordance with the regulations as set down from time to time by the Department of Education and Science.
- The school provides the curricular programmes as set down by the Department of Education and Science i.e., Junior Certificate, Leaving Certificate, Leaving Certificate Vocational Programme, Leaving Certificate Applied, Post Leaving Certificate Course and an optional Transition Year in accordance with sections 9 and 30 of the Education Act (1998).
- Fundraising activities may be organised where necessary and parents provide a voluntary contribution for expenses incurred for extra curricular activities.

Enrolment For First Year

Enrolment is limited by school capacity and the requirements of the school curriculum and organisation, as determined from time to time by the Board of Management.

All children above the minimum age are welcome to enrol in the School provided that there is available space, the maximum class size is not breached, the statutory enrolment procedures are satisfactorily completed and the school has the resources to discharge its statutory obligation to provide an appropriate education to every child in the school.

Note: under the Department of Education and Science rules, secondary school students must be aged 12 on 1st January in the calendar year following the applicant's entry into first year.

In the event of excess applications over available places resulting in the school not being able to provide places for all applicants, priority will be given on the basis of the following categories. Each category will be dealt with in sequence i.e. those in category 1 first and so on.

1. those within the catchment area as defined by the school transport system
2. those with siblings attending the school
3. those whose parents work in the school
4. thereafter on a "first come, first served" basis

To ensure equity each application received will be numbered and dated.

Enrolment Procedure

- School personnel visit primary schools in the first term of each year.
- Application forms and relevant school documentation are distributed, and notification is given of an Open Night for intending students and their parents.

- The Open Night is advertised and is held in September/ October. The closing date for receipt of application forms is a specific date each November.
- Late applications will be placed on a waiting list and will be dealt with when those in categories 1,2, 3,4 above have been processed.
- Parents are notified of confirmation of enrolment within 21 days of the closing date for receipt of applications. Late applicants will be notified within 21 days of receipt of the application.
- A CAT assessment test (not an admission test) will be organised for incoming students. The results of the tests are used by the school to evaluate the needs of the student and create mixed ability Y1 groups.
- Parents are advised of the date, time and location of assessment tests.

Registration

Formal registration takes place in March/April at which students and parents are requested to carefully read and sign the registration form, acknowledging their commitment to compliance with the implementation of the School's Code of Behaviour and all policies included in the Code.

Transfers

The Board will consider applications for enrolment of students attending other schools providing post-primary courses, on the completion of an application form and the provision of information in relation to the student's educational performance, school attendance and behaviour. There are circumstances in which the Board of Management may refuse to accept an application for enrolment in the school.

The Board of Management may refuse to accept an application for enrolment in the school when in the opinion of the Board:

- Adequate physical accommodation is not available for the applicant.
- Enrolment would constitute a risk to the health and safety of other students enrolled.
- The school programme is unsuitable to the educational needs of the student and alternative suitable arrangements for an appropriate programme cannot reasonably be made by the school.
- Enrolment would clearly have a demonstrable negative impact on the capacity of the school to deliver programmes to other students and alternative arrangements cannot reasonably be made at the school.
- When it is not satisfied that it has sufficient information to make an informed decision on the educational needs of the student.
- Parent/Guardians have refused to sign up to the School's Code of Behaviour and other policies.

Education for Persons with Special Needs

The Board is fully aware of its obligation to provide education for persons with special needs under the 'Educational for Persons with Special Educational Needs Act 2004' which states:

'a child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with

(a) the best interests of the child as determined in accordance with any assessment carried out under this Act, or

(b) the effective provision of education for children with whom the child is to be educated.'

Procedure:

- On receipt of application forms, primary schools will be consulted for advice re special needs students.
- School personnel will meet with the parents/guardians and request information on the student's medical/psychological or individual educational report, relevant to the education of the student.
- The school may deem it necessary to advise immediate assessment in order to assist it in establishing educational and training needs of the student relevant to his/her special needs and to profile the support services required.
- The school shall not accept responsibility for costs associated with such assessments as may be required.
- From the information acquired the Board of Management will assess how the student's needs can be met taking into account the school's available resources and what is practical in the circumstances.
- School personnel may also meet with parents/guardians to discuss the school's capabilities to meet the needs of the student.
- Department of Education and Skills will be requested to provide further resources if necessary e.g. the provision of a Special Needs Assistant [S.N.A.], specialised equipment, transport, etc.
- Where adequate resources are not forthcoming from the Department of Education and Skills, the school may for the good of the child have to postpone admission until the Department of Education and Skills puts such resources in place.

Right to appeal a refusal of admission:

Where a student is refused admission on the grounds of oversubscription, the applicant **must** ask the Board of Management to review the decision before considering a Section 29 Appeal. Where a student is refused admission for a reason other than oversubscription, the applicant **may** ask the Board of Management to review the decision.

Parents/Guardians have the right to appeal to the Secretary General of the Department of Education and Skills under Section 29 to the Education Act 1998 against a decision of the Board of Management to refuse admission. An application form for such an appeal is available from the Principal.

Policy on Suspension and Permanent Exclusion

Suspension

Suspension is one strategy within the school's Code of Behaviour. The Principal has the authority to impose suspension of up to 5 days but will always inform the Board of Management. Suspension highlights the parents'/guardians' responsibility for taking an active role, in partnership with the school, in enabling the child

to modify his/her behaviour in line with the Code of Behaviour. The school will work with parents/guardians with a view to assisting a suspended student to rejoin the school community as quickly as possible.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour which led to the suspension and to accept responsibility for changing their behaviour in line with the Code of Behaviour. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

Reasons

Students may be suspended from school for serious misbehaviour which includes (but is not limited to):

- Fighting
- Refusal to co-operate with reasonable instructions from a teacher
- Repeated disruption of class
- Bullying of another student (see relevant policy document)
- Possession of an illegal substance or a dangerous weapon
- Repeated misbehaviour

CCTV footage may be used for the purposes of clarifying or resolving disciplinary issues. This will supersede any right to privacy.

The Principal may suspend for a period of up to five days immediately in some circumstances e.g. violence, threats of violence, presence of weapons, illegal substances or other serious misbehaviour which in the opinion of the Principal merits suspension.

While the length of the suspension may vary depending on the seriousness of the offence it will usually be one to two days for the first offence. The length will increase for second and subsequent offences. Suspension for a period of six days or longer will be notified to TUSLA.

Procedure

- The student is informed of the precise grounds which gave rise to a possible suspension and is given an opportunity to respond before the decision is reached and formalised.
- The parents/guardians are informed of the grounds for suspension and asked to keep the student at home until they can attend a meeting with the Principal and or a Deputy Principal.
- In the unlikely event that it should not be possible to keep a student at home, he/she will be accommodated within the school, though he/she will not be admitted to class or allowed to participate in any school activity e.g. games or break, until the above meeting takes place or the suspension takes place.
- Students, while on suspension, are under the care and supervision of parents/guardians and should not come back to the school building or grounds during that time. Parents/guardians are expected to ensure that the students give a reasonable amount of time each day to school work.

Appeals

- The Principal will inform the parents/guardians of their right to appeal the suspension to the Board of Management.
- Should parents/guardians opt to appeal the suspension; the item will be placed on the agenda to be considered at the next meeting of the Board.
- At this meeting the Board of Management will give an opportunity to the Principal to present the case for suspension, and to the parents/guardians to present their appeal.
- The Board will seek clarification from both parties if necessary and in the absence of the Principal and the parents/guardians they will make their decision regarding the appeal.
- Should the appeal be successful details of the suspension will then be removed from the student's record.

The reintroduction of the suspended student into school

- The student will meet a Deputy Principal/Year Head at 8.45 a.m. and receive a suitable observation document to be followed for a week at which time a review will take place.
- Parents/guardians may be requested to attend with the student on the day of his/her return to school.
- Undertakings of good behaviour may be requested in writing.
- Conditions where relevant (e.g. Counselling, referral to NEPS, other pastoral supports) shall be agreed with and signed by parent/guardian and pupil)

Permanent exclusion

This is the ultimate sanction imposed by the school and is exercised by the Board of Management, on the recommendation of the Principal, in extreme cases of indiscipline.

Reasons

Permanent expulsion will be considered by the Principal for an incident of very serious misbehaviour e.g. serious threat of violence, supplying other students with an illegal substance, serious cases of bullying. It may also be considered for continuous misbehaviour when all other sanctions have failed.

- In the latter case the student would have been given verbal and/or written warnings stating the unacceptability of the inappropriate behaviour as well as the expectations of what is required of the student in the future.
- Other sanctions under the Code of Behaviour would have been applied and failed.
- The Guidance Counsellor and /or Chaplain may have been involved.
- Parents/Guardians would have been informed of the steps taken and that the specific unacceptable behaviour may lead to expulsion.
- All actions taken are recorded and copies are kept of all correspondence.

Procedure

Should the Principal consider it necessary to recommend expulsion to the Board of Management:

- She/he informs the parents/guardians.
- The parents/guardians are provided with a full written description of the case being made at the Board meeting, the allegations against the student, together with copies of all documentation, statements etc. supporting the case.

- Parents/guardians are invited to attend the meeting and are requested to confirm their intention to do so in writing. Where parents/guardians are unable to attend the meeting, they should inform the Board of Management immediately in writing so that the meeting can be re-scheduled.
- The Board will hear the case made by both parties, seek clarification if necessary. Then in the absence of the Principal and parents/guardians, the Board will consider the case and make a decision.
- Where parents/guardians fail to attend the meeting, without having given prior notification to the Board, it is at the discretion of the Board to decide whether to proceed with considering the case or not.

Expectations

The Board when hearing an appeal of suspension or considering a recommendation from the Principal for expulsion adheres to the following procedure:

- Hears the Principal's case against the student in the presence of both parents/guardians. (If they choose to attend.)
- Hears the parents'/guardians' responses.
- Examines all documentation.
- Considers the student's record in the school.
- Takes legal advice. (If necessary in the case of expulsion.)
- Makes its decision in the absence of the Principal and parents/guardians.
- Informs the Principal.
- Informs the parents/guardians by registered post.
- Informs the Education Welfare Officer under Section 24 (1) of the Education Welfare Act 2000.

The formal letter of notification to the parents/ guardians shall include:

- Notice of expulsion.
- Effective date of the expulsion.
- Reasons for expulsion.
- A statement that the Education Welfare Board has been informed.
- A statement that the student is under the care and responsibility of the parents/guardians for the period of 20 days required by the Education Welfare Officer to examine alternative provisions for the education of the student.
- Information and documentation on appeal rights (i.e. Section 29 of the Education Act 1998).

Making of an appeal to the Secretary General of the Department of Education & Skills:

An appeal (Section 29 of the Education Act 1998) may be made to the Secretary General of the Department of Education & Skills in respect of a decision by the Board of Management to

- a) permanently exclude a student from the school
- b) suspend a student from the school for a period which would bring the cumulative period of suspension to 20 school days in any one school year.

Appeals should be made in writing on the Section 29 Appeals Application Form which is available from the Principal who is the Secretary of the Board of Management.

Kinsale Community School's Policy on Substance Misuse

Kinsale Community School is committed to addressing the needs of the whole school in relation to substance misuse which includes the misuse of alcohol, tobacco/ smoking /vaping and drugs.

Kinsale Community School is committed to working within the context of the present legislation; the Education Act 1998, the Education Welfare Act 2000, Equal Status Act 2000 and the Special Educational Needs Act 2004. Records are kept by the school of all incidents relating to the use of drugs and alcohol in school and on school activities. All record keeping is done in accordance with the requirements of the Data Protection Act 1988 as amended by the Data Protection (Amendment) Act 2003.

The policy has been drawn up and accepted by the Principal, Teachers, Parents/Guardians, Board of Management and Students. It is necessary that all involved work together to implement this policy. It is vital that parents/guardians actively work with the school to implement this policy to ensure their children's health and safety. In this policy "Drug" means any substance which changes the way the body functions, mentally, physically or emotionally. The School recognises that drugs both legal and illegal are available in the local community and that the School, as part of that community, has an important role in terms of education, prevention, support and the handling of drug related incidents.

As stated in the School's mission statement, Kinsale Community School is committed to enabling students to fulfil their academic, intellectual, moral, spiritual, social, cultural and physical potential. It also is committed to fostering the development of personal responsibility. This is the ethos which guides the School Health Policy.

1. The School does not accept the possession, use or supply of illegal drugs in the school, or on outside activities or in non school time by any member of the school community (exceptions shall be made for the use of legal drugs prescribed by a doctor or non hallucinogenic drugs bought over the counter.
2. The School does not accept the possession, use or supply of alcohol or tobacco/ vape items in the school or on school activities by any student.
3. The School does not accept the misuse of solvent based substances. Students may have prescribed or "over the counter" medicines for legitimate personal use only.
4. Smoking/vaping on the school premises and grounds and during any school related activity is forbidden.
5. Students who have in their possession and take medical drugs in school long term must inform the school.
6. The School must be informed if a student has a medical condition and relevant teachers, e.g. P.E. teacher must be informed also.
7. A student or teacher may not give another student any prescribed or "over the counter "medicine.
8. Chemicals in school laboratories will be held under lock and key. Students will handle and use such substances only under their teacher's supervision.

Some incidents may require the use of sanctions. Sanctions are used not solely to punish a student, but more importantly to help the student learn that their behaviour is unacceptable and help them take responsibility for their behaviour. Sanctions are scaled so as to take account of the nature of the incident.

Consequences: Rule 1 above

- On the first breach of this rule, parents and Gardai will be informed and suspension may be warranted.
- Pastoral support will be offered to the student and where necessary outside agencies may be informed.
- Any subsequent offense may warrant dismissal from the school.

Consequences: Rule 2&3

- On the first breach of these rules parent/guardians will be informed and suspension may be warranted
- Pastoral support will be offered to the student.
- Any subsequent offence may warrant dismissal from the school

Consequences: Rule 4

- The first breach of this rule will warrant a verbal/written warning
- Any subsequent breach may warrant suspension.

Towards Health & Well-being

Having taken cognisance of the law in relation to substances such as alcohol, tobacco/ vaping and drugs, having consideration for the health of all our students and recognising that lifelong healthy habits are formed during teenage years, we strongly recommend that:

1. Students do not use illegal drugs at any time.
2. Students do not drink alcohol until at least 18 years of age, the legal age of purchase.
3. Students do not smoke or vape at any time.
4. Students do not smoke or vape outside the school premises because smoking by older pupils influences younger pupils and creates peer pressure to smoke.
5. Students refrain from taking stimulant drinks and 'body building' foods.

The policy is focused in four key areas:

1. Alcohol, Tobacco/ Vaping and Drug Education Programmes.
2. Managing Drug Related Incidents.
3. Training and Staff Development.
4. Monitoring, Review and Evaluation.

1. Alcohol, Tobacco/ Vaping and Drug Education Programmes.

The School is committed to providing a Substance Misuse Education Programme for all students. Our educational aims are:

- To increase the self esteem and confidence of our students.
- To equip our students with personal and social skills.
- To enable our students to make informed, healthy and responsible decisions.
- To provide clear and age appropriate information on drugs.
- To minimise the harm caused by drug abuse by offering supportive interventions.

These aims will be achieved by:

1. A Health Education Co-ordinator, Ms. Carol O'Loughlin
2. Teachers are offered relevant training through regular in-service training.
3. Outside speakers are used where appropriate to reinforce the work done in class.
4. Parents/Guardians will be consulted on the need for alcohol, tobacco, vaping and drug education and will be informed of what is happening in the school.
5. Student Health Education will be achieved through:
 - o SPHE Programme
 - o Junior Cycle Wellbeing Programme
 - o Science
 - o Home Economics
 - o The schools RE programme at Senior Cycle
 - o Leaving Certificate Applied with the Social Education module.
 - o First Aid Course in Transition Year
 - o Outside speakers where appropriate for example An Garda Siochana,

2. Managing Alcohol, Tobacco/ Vaping, Drug Related Incidents

We acknowledge that in all situations involving drugs, there needs to be a balance between the needs of the student, the needs of the school community, the reputation of the school and legal considerations. Assessing a drug incident: If there is no damage to the student/s, it is important to:

- Take time to listen and assess before responding.
- Separate fact from rumour.
- In situations of confirmed use or possession or supply all details must be recorded and acted upon.
- Then complete the drug incident report.

Managing a drug incident

A limited number of people are involved in all suspected or confirmed drug incidents. People will be informed on a "need to know" basis. All written records will be held confidentially by the Principal or Deputy Principal. Parents/Guardians will be involved. They will be informed sensitively and support offered to them. In the case of illegal drugs the Principal or Deputy Principal will contact Gardaí - Juvenile Liaison Officer, and any drugs will be dealt with by Gardaí. In response to all incidents, pastoral support will be offered.

If a student has a problem then referral will be recommended. Parents/Guardians, staff and other students involved in the incident will be offered support. Confidentiality is a complex issue. It is important that the limits of confidentiality are discussed with students before any disclosure is made. The well being and welfare of the student and teacher must be a primary focus.

The Principal or Deputy Principal will handle all media enquiries. They will not comment on individual cases but will refer to the school policy and procedures in place to manage any drug related incident.

Disciplinary Procedures

Drug incidents are complex and in situations where the school rules regarding drugs are broken, sanctions and punishments will be implemented depending on the nature of the offence. These will be consistent with school rules (see the code of conduct).

3. Training & Development

Staff

The school will facilitate training for staff involved in the SPHE programmes.

All staff will be offered drug information and awareness training regularly.

Specific training will be made available to the Health Education Co-ordinator and key staff in relation to managing drug related incidents.

First Aid training will be made available to all staff regularly.

Parents/Guardians

The school will provide opportunities to parents and guardians to attend information sessions where appropriate.

Students

The School will offer all its students drug education programmes within the context of their SPHE classes. TY students will study First Aid.

4. Monitoring the Policy, Review and Evaluation

This policy will be monitored regularly by the Health Education Co-Ordinator to ensure that it is of practical benefit to the School. The result will be recorded and made available to the Principal.

The areas of:

- Drug Education Programmes
- Managing Drug Related Incidents
- Parent, Staff and Management Training

will be reviewed.

Evaluation

Teachers, Parents/Guardians, Students and the Board of Management will be involved in the evaluation of this policy when it has been in place for one year. Again the three specified areas above will be evaluated.

Dissemination of Policy

Copies of this policy will be distributed to all the school community. It will be available also from the Principal's Office, School Library and Drug Co-Ordinator. Copies will be given to all new staff and parents of new pupils as part of their induction to the School. Students will be made aware of the policy within the context of the SPHE programme.

Anti-Bullying Policy

Context

To quote from guidelines issued by the Department of Education and Skills:

“The role of the school is to provide the highest possible standard of education for our pupils. A stable, secure learning environment is an essential requirement to achieve this goal. Bullying behaviour by its very nature undermines and dilutes the quality of education and imposes psychological damage.”

Intimidating behaviour is unacceptable. Such behaviour affects not only the victim but the entire class, school and outside community. The behaviour thrives in a secretive atmosphere, and it is controllable only when the whole school community accepts that “telling” is right and that they are being responsible when they report bullying. We are all dependant on each other and need to help one another.

Definition:

Bullying is defined by the Department of Education and Skills guidelines as repeated physical, verbal or psychological aggression directed by an individual or group against others. Bullying can occur at any age, in any environment, and can be long or short term.

It is universally acknowledged that bullying affects the self-esteem and confidence of those who experience its impact. In keeping with the school’s mission statement, the partners within the school community are determined to take every reasonable step to:

- Prevent bullying.
- Provide the pupils, through SPHE and other programmes with the necessary skills to deal with incidents of bullying.
- Provide the necessary training and support to all staff dealing with this issue

Board of Management

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling poor behaviour:

- A positive school culture and climate, which is welcoming of diversity and is based on inclusivity. This positive school culture should encourage pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment, thereby ensuring respectful relationships across the school community.
- Effective leadership.
- A whole school approach.
- A shared understanding of what bullying is and its impact.

- Implementation of education and preventative strategies that build empathy, respect and resilience in pupils. These measures will explicitly address the issues of cyber bullying and identity based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils.
- Supports for staff.
- Consistent recording, investigation and follow up of bullying behaviour. This will include use of interventional strategies.
- Ongoing evaluation of the effectiveness of the anti-bullying policy.

The Principal will report to the Board of Management at least once per term on the overall bullying cases reported and confirm that these cases have been dealt with in accordance with this policy.

School Staff

The school staff will foster an atmosphere of friendship, respect and tolerance. Students' self-esteem will be developed through celebrating individual differences, achievements, acknowledging and rewarding good behaviour and manners and providing opportunities for success throughout the curriculum and the school. Teachers will help pupils to develop empathy by discussing feelings and trying to put themselves in the place of others. Relationships with pupils will be based on mutual respect and trust so that pupils will have confidence in the school staff. Teachers will be vigilant, respond sensitively and caringly to pupils who disclose incidents of bullying. Designated teachers will discuss the school's anti-bullying policy with the pupils. The formal curriculum of the school will also be used to educate all pupils against bullying behaviour. Anti-bullying issues may be raised through a year group assembly, or any one of the following school programmes: the school religion programme, the Social Personal and Health Education programme, the Civic, Social, Political Education programme.

All staff will foster a 'Reform not blame' approach to encourage pupils to report incidents of bullying and help the Bully to reform his/her behaviour.

Pupils

- ✓ Pupils are expected to be tolerant and to have mutual respect. Pupils should report incidents of bullying to their parents and teachers.
- ✓ Pupils should report incidents to teachers where either they or another pupil are the subject of the bullying behaviour.

Parents/guardians

- ✓ Encourage positive behaviour and discourage negative behaviour both at home and at school.
- ✓ Encourage pupils to solve difficulties without resorting to aggression.
- ✓ Encourage pupils to share, to be kind, to be caring, and to be understanding towards others.
- ✓ Watch out for signs and symptoms that your child is being bullied or is bullying others. Don't dismiss your instincts as being wrong.
- ✓ Discuss the school's anti-bullying policy with your child. Support the school in its efforts to prevent and treat bullying. Prevent and tackle bullying.

Access to technology means that cyber bullying can happen around the clock and the pupil's home may not be a safe haven from such bullying. Pupils are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. While cyber bullying often takes place at home and at night, the impact can also be felt in school.

Since access to social media is not provided by the school, parents have a responsibility to supervise the pupil's behaviour on these sites.

In any case where it has been determined that bullying behaviour has occurred the parents of both parties involved may be contacted to inform them of the matter and to explain the actions being taken by the school.

Types of Bullying

(1) Physical Aggression: This includes pushing, shoving, punching, kicking and tripping people. It may also take the form of severe physical assault. "Mess" fights can be used to disguise more serious intentions

(2) Damage to Property: Damage to personal property may be used as a weapon - bicycles, clothes, books, pencil cases and bags can be broken, torn, hidden or defaced (3) Extortion: victims can be forced to hand over money or valuables or to steal for the bully. Threats of physical violence can be made if victims do not comply

(4) Intimidation: this is where aggressive body language is used as a weapon, including the voice and "the look"

(5) Isolation: Being deliberately isolated, ignored or excluded from group activities is Bullying. It is usually set up by one person and is accompanied by notes, drawings, comments loud enough to be heard, groups giggling/ laughing when the victim is near.

(6) Name Calling: Persistent name calling directed at the same person, which hurts or humiliates is a form of bullying. Most refer to physical appearance or academic ability (both high and low)

(7) Slagging: Slagging can be simply good-natured banter/teasing between friends but when this is repeated and personal it becomes bullying

(8) Racial: Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background

(9) Homophobic bullying and Sexual Harassment: Remarks of a suggestive/ sexual nature or about a person's sexual orientation are forms of bullying. Spreading rumours about a person's sexual orientation, taunting a person of a different sexual orientation, name calling e.g. Gay, Queer, Lesbian

(10) Cyber-bullying: the use of information and technologies such as email, cell phone and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm another: Sending offensive, cruel or threatening messages, emails, photos or video: Making silent phone calls: Posting malicious comments or pictures on a blog, bulletin board, website or chat room: Pretending to be someone else in a chat room or message board or text message and making malicious comments: Accessing someone's accounts in order to intimidate them or cause trouble for them.

Students should note that any intimidation expressed in the form of physical assault, damage to property, verbal abuse, threats to people's family etc. is unacceptable and may lead to a criminal prosecution. Such actions will also be subject to the rigours of the Code of Behaviour and may result in the permanent exclusion of a student.

Signs and Symptoms

Bullying has the effect of lowering one's self-esteem and confidence and causes insecurity and anxiety. While the complainant may not talk about it, their suffering can often be obvious in mood changes and behaviour. Early recognition and intervention are vital.

Signs

- Anxiety about travelling to and from school: students asking parents to pick them up or avoiding regular times and routes.
- Unwillingness or refusal to go to school, mitching.
- Deterioration in school work, interest, enthusiasm, concentration.
- Pattern of minor physical illness (headache, stomach ache etc).
- Unexplained changes either in mood or behaviour, especially after holidays or weekends.
- Visible signs of distress/ anxiety (vomiting, crying, sleepiness, not eating, withdrawing, bedwetting, nightmares, stammering).
- Out of character outbursts about other students or teachers.
- Possessions missing or damaged.
- Increasingly requesting/stealing money.
- Unexplained bruises, cuts or damage to clothing.
- Reluctance/ refusal to talk about what is wrong.

Where does bullying go on?

- Playground/ Sports field –physical contact, noise and so called 'messing' mask bullying.
- Toilets, cloakrooms, showers, etc.
- Corridors.
- Buses.
- Classes – Subtle glances, comments, notes, pinches etc.
- School environs, local shops, etc.
- Cyberspace.

Reporting Procedure:

Bullying must be reported in all instances.

Anyone may report it: complainant, parents, friends, other students, by direct report, letter, phone call, class comment, written note to any staff member or a note in the relevant **Year Tutor's box**.

- If an incident has taken place that might involve bullying, a record of whatever details are known should be recorded on the students CloudSchool profile.
- All actions taken to deal with such an incident should be recorded on the students CloudSchool profile.
- The incident should be referred to the relevant Year Head and the incident will be discussed by the Pastoral Care team.

Once a report is made:

- a. Where appropriate a staff member may deal with it directly.
- b. The staff member may need to discuss strategies with the pastoral team.
- c. Where necessary the staff member informs the class teacher and the Year Tutor.
- d. The Year Tutor is the centre for information and should be informed of all serious instances of Bullying.

- e. Whether there has been an incident or not, to find out if there is bullying taking place all classes in the year group will be surveyed at the same time. Each class will be read "Information Before Class Survey," headed "Where this school Stands on Bullying" by each teacher completing the survey with them.
- f. Explain that any students found to be involved in bullying will not be punished provided they promise to stop the bullying and keep that promise. (This "Reform, not Blame" approach is necessary so students will feel able to give honest information. They will usually know if someone is treating others unfairly but may be reluctant to report it, for various reasons, if perpetrators are likely to be punished).
- g. The teacher will explain that the survey is confidential, that nobody will be shown what anyone wrote about what might be going on, (unless it was so bad that the Gardaí had to be told, which is very unlikely) but that they will have to put their names on their questionnaires.
- h. All classes in the year group are surveyed using copies of the "Regular Class Survey". This is necessary since bullying might take place in the yard at break time and students from other classes might see it. The students are asked to put their names on the questionnaires. The students should be told that anyone who honestly does not know of any bullying taking place should write "I don't know" on each line of the questionnaire before putting their name on it.
- i. It is likely that there will be several possible bullying situations mentioned but some may not all actually involve bullying. For it to be considered bullying the behaviour must be deliberate, hurtful and repeated over time.
- j. Any alleged perpetrators are interviewed using the "Alleged Bullying Interview" form and the "Bullying Behaviour Checklist" form. Those interviewed are reminded that they must be honest in the interview so the school can trust their promise to stop and avoid any punishment at the end. Clarification may be sought at any stage in the interview by asking the student to "explain."
- k. All staff member involved should subsequently monitor behaviour of bullies and report any change (or lack of it) to the Year Tutor and class teacher.
- l. The Year Tutor may inform the parents, Chaplain, Health Education co-ordinator, Guidance Counsellor or where the instance is serious, the Principal and or the Deputy Principal.

How are instances dealt with?

1. Confidentiality is very important. Those who report must feel confident that the information will not be repeated outside the agreed structure.
2. It is vital that information is acted upon as quickly and as discreetly as possible and that it is not ignored.
3. The most effective approach is usually low key and non-judgemental (**'Reform not blame'**).
4. Both parties should be spoken to separately in the initial stages.

In the case of a complainant:

One of the aims of this policy is to express support, gather information, assure him/her that necessary action will be taken with prior consultation.

The student may need help in coping with the impact of being bullied and in developing ways of dealing with any possible future incidents.

In the case of the bully:

Positive changes should be encouraged and rewarded. The bully may need help in understanding his/her behaviour and learning new and more appropriate ways of behaving. Parents/guardians may need to be consulted in these cases.

- i. A written record of discussions should be kept.
- ii. At this stage no blame should be assigned but co-operation may be sought in sorting things out because feelings have been hurt.
- iii. In some cases both sides may be brought together (in controlled conditions, with a staff member present and only after both sides have been consulted).
- iv. In the event that there has been bullying taking place, the student is asked to complete a signed "Student Behaviour Promise" form and the relevant Year Head countersigns it. If the student breaks this promise, then a second form must be signed by the student and his/her parent/guardian.
- v. In the unlikely event that this fails, the school's code of discipline will be referred to.

In cases where school rules have been broken (e.g. fighting or deliberate injury) then normal disciplinary action may be taken.

Staff members/Year Tutors monitor the on-going situation and discretely check back with the complainant and/or friends of the complainant later.

Where a student is found to have bullied others, and where restorative and interventional efforts have been tried and failed, then it may be necessary in such circumstances for the Board of Management to consider the permanent exclusion of that student.

Sexual Harassment

Kinsale Community School is totally opposed to sexual harassment and is committed to providing an environment free from sexual harassment and ensuring that such behaviour is not tolerated.

Sexual harassment is a form of discrimination, a form of abuse. Sexual harassment means unwanted conduct of a sexual nature or other conduct based on sex affecting the dignity of the person at work or at school. This can include unwelcome physical verbal or non-verbal conduct, which is offensive and causes discomfort or humiliation to the person.

Sexual harassment can include:

- Unwanted verbal or physical advances or contact
- Requests or demands for sexual favours
- Unwelcome touching or a discriminatory remark
- Offensive use of pornographic material/display of offensive graffiti
- Aggressive, intimidating or threatening behaviour of a sexual nature
- Unwelcome comments of a sexual nature about physical appearance or dress

Note that it is the impact of the conduct on the recipient and not the intent of the accused person that determines whether the behaviour is acceptable or not. It should not be confused with normal social interaction involving mutual acceptable behaviour.

Sexual harassment is illegal under the Employment Equality Act of 1977 and the Labour Court has determined that freedom from sexual harassment is a condition of work which staff and students are entitled to expect.

Complaints of sexual harassment will be taken seriously and investigated. Malicious complaints will be treated as serious misconduct.

Employees and students shall be protected from intimidation, victimisation or discrimination for filing a complaint or assisting in an investigation.

Retaliation against any person complaining about harassment is also a disciplinary offence.

Complaints made by parents/guardians, students or staff will be investigated in accordance with the Codes of Practice for Community and Comprehensive Schools as agreed by ACCS, ASTI, TUI and PACCS. These documents have been approved by The Board of Management of Kinsale Community School and copies are available on request from the school office.

In General:

1. It is vital that effective communication exists within the school and that “telling” is the norm
2. The school promotes a ‘Reform not Blame’ approach when dealing with incidents of bullying.
3. Everyone has a responsibility for others and a spirit of cooperation must be present.
4. Those not reporting what they know are passively supporting the bully. Bullying only works if others are willing to ignore it.
5. Pupils can discuss bullying as part of the pastoral care and religious education programme.
6. Members of the Pastoral team are always available for advice.
7. Bullying is contrary to the school’s Code of Behaviour.
8. Bullying is contrary to the UN declaration of Human Rights

Supervision and Monitoring:

- All School breaks and activities are supervised by teaching staff on a rota basis
- Non-teaching staff will be asked to report incidences of bullying
- The pastoral care team (including year tutors, class teachers, SPHE, Guidance, RE) CSPE, Learning Support teachers) may monitor bullying behaviour
- Senior students are invited to be involved in a mentoring (Meitheal).

In relation to Acceptable Use Policy of computers in the school

Where internet access is made available users are subject to the Acceptable Use Policy. Internet usage may be monitored and sites that are deemed unsuitable will be blocked

Please see Acceptable Use Policy for further information.

Policy Review

The Board of Management will undertake an annual review of the School’s Anti-Bullying Policy and its implementation in accordance with the procedures set out in Section 7.2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools using the checklist included at Appendix 4 of those procedures.

The Board of Management will ensure that an action plan is put in place to address any areas for improvement identified by the annual review. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents’ Association. Details of the review will be recorded in the minutes of the Board of Management’ meeting that adopted the review and a record of the review and its outcome will be made available, if requested, will be made available to the Patrons and the DES.

In the case of the DES, it is appreciated that the Inspectorate will place a strong focus on the actions the school takes to create a positive school culture and to prevent and tackle bullying.

Communication of Policy

A copy of this policy will be provided upon request from the secretary's office. It will also be published on the School's website.

NUTRITION POLICY

A healthy diet is essential for everyone. It is especially important for teenagers as adolescence is the time of the main growth spurt. In order to maintain a healthy balanced diet, particular attention should be paid to the Food Pyramid and Recommended Daily Allowances of food groups adhered to.

A healthy diet will have many benefits:

- Look and feel well.
- Provide enough energy to work and play and partake in extra-curricular activities.
- Grow and develop.
- Improve learning and concentration and exam focus.
- Prevent chronic diseases, such as obesity, cancers, diabetes and heart disease.

Good eating habits established during adolescence will promote good health now, be likely to be carried on in later life and protect against illness in the future.

Breakfast:

We encourage everyone in the school community to have a nutritious breakfast. Eating breakfast before school helps to promote learning and concentration. A good breakfast makes an important contribution to nutrient, vitamin and mineral intakes. Planning is needed to ensure that healthy choices are available. Breakfast should include a piece of fruit to ensure the RDA of fruit and vegetables is achieved and a carbohydrate source to fuel your brain and body for the day.

Lunch:

We encourage everyone in school to have a nutritious lunch. This will be high in protein, carbohydrates and fruit whilst low in fats, sugar and salt. We recommend water as the healthiest option to drink. Water is now recognised as the best drink as it is absolutely essential to life. Every student should have a reusable water bottle and avail of the water refill stations throughout the school in order to drink 2+ Litres a day. Being hydrated helps to improve concentration in class and enables us to perform at our best. It combats tiredness and helps to flush out toxins and infections in the body.

We discourage the consumption of crisps, sweets and fizzy drinks as a daily part of the diet – these should be consumed only occasionally as they contribute to weight gain, oily skin and sugar slumps.

Planning healthy homemade lunches will contribute to a healthier lifestyle, will save money and will be kinder to the environment.

Fruit and Vegetables:

We encourage everyone to have at least three pieces of fruit and vegetables each day during school hours. The RDA is now 5-7 portions. Fruit and Vegetables are low in kilocalories and high in fibre helping to keep us fuller for longer and reduce the chances of snacking on crisps and sweets. Fruit and Vegetables are also a plentiful source of Vitamins and minerals especially Vitamin C which helps to promote a healthy immune system, preventing cold and flu.

Water:

We advise everyone to bring a reusable water bottle and drink 2+ Litres of water in school.

Food Hygiene and Environmental Issues

- Everyone should wash their hands before eating.

- Pupils should eat in their designated areas, at designated times.
- Pupils should take the time to eat properly, sit down and socialise with friends.
- Reusable water bottles, lunchboxes and cutlery should be used as much as possible. This commitment to reducing our plastic and food packaging waste will help to improve our carbon footprint as a community. Investing in good quality and durable crockery at the beginning of the school year will ensure this commitment is sustainable.
- Packaging and containers need to be separated and disposed of in the appropriate bins.
- We ask everyone to respect our school environment and make it a healthier safer place in which to work.

Healthy Eating Involves Decisions and Choices

The nutrition policy will be beneficial only with the co-operation and commitment of parents to ensure that healthy eating choices are available at home. Planning is necessary to ensure a selection of healthy options are available for breakfast and lunch. Families with healthy eating patterns will influence their children to form good eating habits for life.

School Tuck Shop

A variety of drinks, sweets etc. are available in the school tuck shop at lunch time.

Whatever is available in school is intended to supplement planned nutritious lunches **occasionally** and not as a regular part of lunch. Sweets and Crisps are intended as a treat and should **not be** consumed daily. Over reliance of these foods will lead to weight gain, low mood and a lack in concentration. Students must take responsibility of their own food choices to ensure that they have a balanced healthy diet.