

WELCOME

Welcome to the new Parents' Handbook for parents of students attending Confey College. We hope that this will be of assistance to Confey College parents as a reference guide to the ethos, curriculum, resources, policies and procedures of the school. We would ask parents to familiarise themselves with the contents and to discuss these with your son or daughter.

Confey College is a co-educational Community College in Leixlip, Co. Kildare. It opened to 36 students in September 1986 and now has approximately 750 students and has an increasing enrolment. The college has a Board of Management, which is a sub-committee of Kildare Wicklow ETB. The Board has representatives of Kildare Wicklow ETB, Church of Ireland, Archbishop's House, Educate Together Schools in Lucan, teachers and parents. The college offers a comprehensive curriculum and students prepare for Junior and Leaving Certificate examinations. The college also offers Transition Year programmes and the Leaving Certificate Applied. There is also an extensive co-curricular programme for both boys and girls. The school provides post-primary education for approximately 95% of the local children. In recent years we have many students from Lucan and Celbridge.

The college maintains close contact with local industries such as Intel (Ireland) and Hewlett-Packard. Confey College enjoys the support of an excellent Parents' Association. Home-school links are enhanced by our Chaplaincy and we have an excellent relationship with our local primary school, San Carlo and our new feeder schools. Our facilities are made available to local community groups.

This handbook is issued each year to parents of incoming first year students to serve as a reference for the time that your son or daughter attends the school. Amendments to the Handbook will be posted from time to time on the Confey College website.

Once again, I would like to extend a warm welcome to parents who are new to Confey College. We look forward to working with you in the coming years to provide the best possible education for your sons and daughters.


Principal

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GENERAL INFORMATION FOR PARENTS

Revised April 2015

CONTACT DETAILS

Telephone: (01) 6245 322. Fax: 01 6245 478. Email: info@confeycollege.org. Web: www.confeycollege.org

OFFICE HOURS

During term time the Administration Office can be contacted from 9.00am-12.45pm and 1.50pm-4.30pm

STUDENT TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutorial	8.50am-9.00am	8.50am-9.00am	8.50am-9.00am	8.50am-9.00am	8.50am-9.00am
Classes	9.00am-11.20am	9.00am-11.20am	9.00am-11.20am	9.00am-11.20am	9.00am-11.20am
Break	11.20am-11.35am	11.20am-11.35am	11.20am-11.45am	11.20am-11.35am	11.20am-11.35am
Classes	11.35am-12.50pm	11.35am-12.50pm	11.45am-2.15pm	11.35am-12.50pm	11.35am-12.50pm
Lunch	12.50pm-1.30pm	12.50pm-1.30pm		12.50pm-1.30pm	12.50pm-1.30pm
Classes	1.30am-3.30pm	1.30am-3.30pm		1.30am-3.30pm	1.30am-3.30pm

CLASS TUTOR & YEAR HEAD

Each class group is assigned a Class Tutor. The Tutor takes special responsibility for his or her group and encourages positive discipline and academic performance. The Tutor meets his or her group each morning during the Tutorial Period. The class register is checked during this time and lateness and absences noted. The Tutor signs the Student Journal regularly and may enter written observations on a student's progress and behaviour.

Each year group (first year, second year, etc.) has a Year Head. The Year Head is responsible for the overall discipline, attendance, punctuality, academic progress and pastoral development for the students within a given year group. The school operates a Year Book system whereby a teacher may make written reports to the Year Head regarding a student's progress and behaviour. (Please refer to the Code of Discipline contained in this booklet.) Where a student is given a Year Book entry, a note to this effect is written into the student's journal by the relevant teacher.

STUDENT JOURNAL

Each student must possess a Confey College Student Journal. This journal contains an abridged copy of the Code of Discipline and affords teachers the opportunity to make positive comments on student progress and behaviour.

CODE OF DISCIPLINE

We recommend that parents, together with their sons and daughters, should study carefully the school's Code of Discipline. Students who attend Confey College are deemed to have studied and to have agreed to the Code of Discipline. The Code serves to ensure that teaching and learning can be undertaken in a caring, safe and respectful environment and is there for the benefit of parents, students and teachers.

ATTENDANCE & PUNCTUALITY

Students are expected to attend school every day on time and in full uniform. If, for some reason, a student cannot attend school on a given day, a note, from a parent or guardian, explaining this absence should be written into the student's journal. This note should then be presented to the student's Class Tutor or Year Head. If a student is required to leave the school early, a note to this effect should be written into the student's journal by a parent/guardian. The student's Year Head should then sign the note and the student must also 'sign-out' at the school Administration Office. Students who come late to school must sign-in at the Administration Office. Details on sanctions applicable for poor punctuality are contained in the Code of Discipline. Parents and students should study carefully the Attendance policy. The school now has an automated system of recoding attendance.

CONTACTING THE SCHOOL

We welcome and encourage frequent, open and positive communication with parents. In Confey College, much of this contact will be by way of the student journal, parent/teacher meetings and

school reports and assessments. Schools are very busy places and, as with any organisation, it is necessary to put in place procedures for contacting the school. The Department of Education & Science (Circular M18/99) recommends that parents make a prior appointment to see the relevant teacher, tutor or Year Head. In urgent cases, where a prearranged appointment is not appropriate, the parent should, in the first instance, report to the school secretary. Where a parent wishes to raise a matter of concern relating to school procedures or teaching/learning, they are requested to make an appointment to see the teacher, tutor, Year Head or Principal/Deputy Principal as appropriate.

PARENT/TEACHER MEETINGS

It is school policy to facilitate parent/teacher meetings with each year-group for the purposes of discussing student progress with parents. Information on parent/teacher meetings will be included on the school calendar. This calendar is sent to all parents shortly after the commencement of the academic year.

VOLUNTARY CONTRIBUTION

In order to maintain a quality education, parents are asked to provide a voluntary contribution to the school. This money is used to maintain and develop facilities at the school and to fund or subsidise extra-curricular and sporting activities.

SERVICES FEE

The services fee includes the cost of the school journal, 24 hour insurance cover, photocopying, stationery for school exams, use of school equipment, transport to sports events such as hurling, soccer, Gaelic football, basketball, etc., school documentation and postage.

COUNSELLING & PASTORAL CARE

One of the important played by the school it to tend to the pastoral and spiritual needs of our students. While all teachers play a pastoral role, the school has particular staff members assigned with special expertise in the pastoral and spiritual needs. In particular, the school draws on the School Chaplain and the School Counsellor. Tutors and Year Heads are in regular contact with these teachers with a view to ensure that students are content in school and to be of help in times of difficulty. We encourage parents to contact the Chaplain, Counsellor, Year Head, Tutor or any member of staff should they be aware of any difficulties being experienced by their son or daughter.

LEARNING SUPPORT SERVICE

The primary role of the school is to cater for the emotional and academic development of its students. From time-to-time, some students may require additional help and support. The school has in place a range of initiatives and structures designed to provide learning support where required. This can include a 'paired reading' programme and intensive tuition in key subjects by the learning support team. The school has a qualified Learning Support Teacher who liaises with the local primary school. The Learning Support Teacher also conducts assessment of students from time-to-time. Parents should inform the Learning Support Teacher where they are aware of any condition that may adversely affect the progress of their child. In certain circumstance, the Department of Education & Science may make special provision for some students sitting Junior and Leaving Certificate examinations.

SCHOOL TRIPS

The school aims to balance the achievement of academic excellence with social and personal development of students. School Trips and outings can make an important contribution to the achievement of this aim. From time to time, the school will organise trips to locations both at home and abroad. As far as possible, these will be organised during school holidays or at weekends. Of necessity, some outings will take place during school time. Students, as ambassadors of the school, are expected to conform to the highest standards of behaviour and courtesy. A high standard of self-discipline and trust is required. Any breach of trust may result in parents being contacted and requested to arrange the return of their son/daughter. In some cases, it is the practice of the school to impose an appropriate monetary fine on a student for breach of trust or inappropriate behaviour, for example, behaviour likely to be a risk to health and safety. Parents will be contacted in such cases. In cases of serious misbehaviour, students may be excluded from school trips and/or activities, with a right of appeal to the Board of Management.

STUDENT LOCKERS

Students in 1st, 2nd and 3rd year must hire a school locker to store their iPads outside of classtime. Lockers for seniors are allocated on a 'First come, first serve' basis. The cost for a locker is set annually. Students are allowed to place or retrieve items from their locker at break/lunch time, before tutorial period each morning, or at the end of school each day. Students are not allowed to visit lockers during class or at change of class.

SCHOOL EQUIPMENT

Students are expected to have all necessary books, copies and other equipment required for class. Items such as electronic devices are considered to be non-essential items for teaching and learning and should not be brought to school. Please refer to Code of Conduct re: mobile phones.

MISSION STATEMENT

Reviewed and Adopted by Board of Management: September 2015

We believe we can make a difference by providing a quality education to our students in a caring and respectful environment.

We value respect, fair play and everyone's right to be himself or herself.

We aim to help our students to develop a sense of their own unique worth, to become their best selves and to respect the rights of others.

We strive for good relationships between our students, our staff and our parents.

We educate our students not only for now, but also for life.

The above Mission Statement seeks to include the core values of the school and is also aimed at incorporating some additional points made by staff. The term 'mission' implies a journey and an agreed mission statement can provide a framework for present practice and future planning.

Analysis

"*We believe we can make a difference ...*" suggests that we, as a staff, intend to have a positive influence on the young people in our care and is a statement of the highest moral purpose in teaching.

"*... a quality education...*" includes not only the area of curriculum but also an insistence on the highest standards of teaching and learning and the balancing of academic excellence with the social, personal and spiritual development of each student.

"*... a caring and respectful environment...*" refers to our pastoral care services such as the Tutor/Year Head system, the counselling and chaplaincy services and to the many professional and personal interactions between staff and students.

"*We value respect, fair play and everyone's right to be himself or herself.*" These are values which are enshrined in the anti-bullying document which is on display in each classroom.

"*We aim to help our students to develop a sense of their own unique worth, to become their best selves and to respect the rights of others.*" This reflects the aspiration that we can help each student to be happy in themselves, to have high self-esteem and to uncover and develop their talents.

"*We strive for good relations between our students, our staff and our parents.*" This emphasises the concept of partnership that is essential to our success.

"*We educate our students not only for now, but also for life.*" As a school, we have been in the forefront of curricular change. We have introduced programmes such as the Transition Year Option (TYO) the Leaving Certificate Vocational Programme (LCVP) and subjects including technology, computers and social, personal and health education. These curriculum developments make the education we offer more relevant to the long-term needs of our students.

SCHOOL AIMS

Reviewed and Adopted by Board of Management: September 2015

As well as the School's Mission Statement, a number of more specific educational objectives guide the work of the school. The primary objectives of the school are:

- To promote academic excellence;
- To promote the personal, social and spiritual development of students;
- To enable students to become responsible citizens who are articulate citizens;
- To provide a comprehensive curriculum with supporting co-curriculum

SCHOOL CURRICULUM

Reviewed and Adopted by Board of Management: September 2015

We strive to ensure that the subjects, activities and teaching methodologies that are supported will ensure that the needs of all students are catered for, not only for now, but also for life. The school curriculum is a formal expression of those practices and activities that are designed to fulfil the aims and objectives outlined in the school's Mission Statement. Note that there are some differences in the subjects available for students studying for the Junior Certificate and the Leaving Certificate examinations. Subjects that are available only at Senior Cycle are in brackets. It is useful to look at the school curriculum under three general headings: Core curriculum, Optional curriculum, Co-curricular activities.

1. CORE CURRICULUM

All students follow the Core Curriculum outlined below at Junior Cycle. (Students have a greater degree of subject choice at Senior Cycle.)

It consists of:

Religious Education	Science (Physics, Chemistry and Biology)
Physical Education	History
Tutorial	Geography
Computer Studies	German or French
Irish	Social, Personal & Health Education
English	Civic, Social & Political Education
Mathematics	

2. OPTIONAL CURRICULUM

Optional curriculum is that curriculum from which students may make a choice as to whether or not they wish to do certain subjects. These subjects will be offered with due regard to available resources.

Art, Craft and Design	Metalwork (Engineering)
Business Studies (Accounting, Business Organisations and Economics)	Technical Graphics (Technical Drawing)
Home Economics (Home Economics Social & Scientific)	Technology
Materials Technology Wood (Construction Studies)	German
Coding	Music
	Information Technology
	Chinese
	Politics and Society

3. CO-CURRICULAR ACTIVITIES

This very vital aspect of education, particularly for personal development and may include the following:

Ice Skating	Camino trip
Hill Walking	Chess & Draughts
Debating (Irish & English)	Computer Club
Drama - School Show	School Magazine
Gaelic Football (Boys & Girls)	School City Trip To European Countries
Soccer (Boys & Girls)	Skiing Trip
Indoor Soccer (Boys & Girls)	Cross Country & Athletics
Hurling	Olympic Handball
Basketball	Badminton
Table Tennis	Karting
Golf	Rugby
Premiership Football trip	Cricket
Math Culb	
Club na Gaeilge	

ATTENDANCE POLICY

Revised and Adopted by Board of Management: May 2016

In Confey Community College, we can only work successfully with you - the parent or guardian, in providing the best education for your son/daughter if he or she attends school punctually every day. Every student is expected to be in attendance from 8:50 a.m. until 3.30 p.m. on Monday, Tuesday, Thursday and Friday. Each Wednesday our school commences at 8.50am and finishes at 2.15pm.

We expect every student to have above 95% attendance in any school year. The Education and Welfare Act (2002) states that all children are required to attend school every day. It is the responsibility and legal duty of every parent or guardian to make sure that his or her son or daughter attends school everyday.

Assist your son or daughter to succeed at school by getting him or her there, having eaten well and prepared for the day by:

- Being on Time
- In Uniform
- With Books, Journal and Equipment
- Everyday

Students absences from school maybe unavoidable due to:

- S/he is too sick to go to school
- S/he has been injured
- S/he has an infectious disease.
- There is a serious family situation

What Should You Do If Your Son/Daughter Cannot Attend?

- You should phone the school before 9.00 am of the morning in question to inform of the reason for the absence.
- If you know beforehand, for example, in the case of a hospital appointment, write a note in your son/daughter's journal for the tutor/Year Head.
- Always put a note in your son/daughter's journal on return to school – even if only a half-day has been missed.

If Your Son/Daughter is Late to School

- Students arriving late for school must sign-in at the Admin office before proceeding to class. (Located in the reception area of the Block B)
- Parents are requested to write a note in the student's journal to explain their late arrival to school.
- Unexplained late arrival to school on a repeated basis may be viewed as a breach of discipline and appropriate sanctions will apply. Please see Code of Discipline.

What Should You Do if Your Son/Daughter has to Leave during the School Day?

- A student wishing to leave the school premises for a legitimate reason during the school day must have a signed note from their parent/guardian. This note should include the reason for the absence, the time the student is leaving/returning.
- The student must get this note signed by their Year Head and sign out at the school Admin office. No student will be permitted to sign out without producing a signed note from their Year head.

If Your Son/Daughter Becomes ill/injured during the School Day

- In the event of a student becoming ill or getting injured during the day they should inform their class teacher who may send them to the Year head to obtain permission to go home.
- If such permission is granted contact with their parents/guardians will be made by school personnel only. Students should not contact home via a mobile phone or prior to getting permission to leave the school premises.
- Parents/guardians are expected to make arrangements for the collection of their son/daughter at the school office in the event of a student being ill or injured.
- When a student returns to school after such an absence a note of explanation should be presented.
- In the event of a student taking ill during lunchtime while off the school premises the school must be notified immediately by Parent / Guardian.

If Your Son/Daughter Has Been Absent Without Explanation

- The unauthorised absence of a student from any class during the school day will be viewed as a breach of discipline and appropriate sanctions will apply.

- In the event of a staff member becoming aware of an unauthorised absence you may receive a telephone call / text from the school. Parents/guardians should contact the Year head regarding the absence.

Student Participation

- Every student must attend every class according to their timetable but in the unlikely event that they cannot participate in a subject for whatever reason the following procedure will apply:
- The parents must put the request in writing to the Principal. The Principal will engage in consultation with the parent/s and student

The parent/s and student will be offered the following arrangements:

- That the student participate in class
- That the student remain in class but does not participate in the subject
- That if the arrangement of remaining in class but not participating in the subject is not satisfactory to the student or parent/s that the parent/s arrange/s for the collection and supervision of the student for the relevant class periods.

What Should You Do If Your Son/Daughter Will Not Go To School?

- You should contact the school immediately to seek assistance.
- If the problem persists, the Year Head or School Counsellor is available to help with the situation.

Involvement in Extracurricular Activities

We encourage all students to be involved in extracurricular activities. However, please remember:

- Students are expected to ensure that they receive, and complete, all homework (both written and oral) set by their teachers on the days in question.
- Balance is essential: over-involvement in extracurricular activities can have a negative effect on academic performance.

Communication regarding student attendance:

- Parents are asked to provide an up-to-date daytime contact telephone/mobile telephone number so that a Year Head may make contact where necessary.
- Teachers are requested to record on VSWare System pre-prepared Roll Sheets all students in attendance and absent. A summary of attendance will be reported to parents on the House Exams Reports.
- Parent(s) / Guardian(s) may be notified via phone call or text messaging if the school has a concern about a particular absence any time on any given date.
- The Year head will contact the Parent(s) / Guardian(s) if there is a concern about a particular absence or absences as they come to our attention.

Sanctions for Breaches of School Attendance Policy:

- The student may be placed on lunchtime detention, official detention or suspended.
- Absences will be notified to Tusla as per the Education Welfare Act 2002.

Education & Welfare Act 2002

- Raised the school leaving age to 16 or the completion of three years in a post-primary school.
- Made provision for the appointment of Education and Welfare Officers (EWO) in each area.
- Requires the Principal of the school to inform the Education Welfare Officer of each student who is not attending regularly, or who has missed twenty school days.
- Sets out a variety of measures for dealing with non-attendance, including large fines.

We ask for full cooperation to ensure that students do not miss days at school for any reason other than debilitating or infectious illness. In particular, we ask that students are not withdrawn during the school year for family holidays, medical and dental appointments that can be scheduled outside school time. Parents are asked to consult the school calendar and to plan accordingly. Please note that there is now a standardised school year in both primary and post-primary schools. The school calendar is also available on the school's website.

SCHOOL UNIFORM

Reviewed and Adopted by Board of Management : September 2015

The school holds the view that it is reasonable to expect that students attend school every day, on time, and in correct school uniform. We ask that parents make every effort to ensure that their son or daughter complies with this expectation. It is in everyone's interest that students, as ambassadors of the school, should look their best. Compliance with school requirements on uniform reduces conflict and ensures that efforts are concentrated on teaching and learning. Outlined below are the details of school uniform for senior and junior cycle students.

JUNIOR CYCLE

Girls

- School jacket.
- Skirt - Airforce Tartan Kilt (Available in Bernard Owens)
- 2 - Airforce blue jumpers, with school crest.
- 2 - White blouses with long sleeves.
- Plain navy/white socks or navy/black ribbed/plain tights may be worn under socks
- Plain black or brown school shoes. Runners, canvas shoes, fashion boots etc. may not be worn.
- School tie (available in Bernard Owens).

Boys

- School jacket.
- 2 Airforce Blue jumpers, with school crest.
- 2 White shirts with long sleeves.
- Navy-blue gabardine/ terylene trousers (School trousers only - fashion trousers may not be worn.
- Plain black or brown school shoes. Runners, canvas shoes, fashion boots etc. may not be worn.
- School tie (available in Bernard Owens).

In accordance with "neat dress" policy, junior students must button the top of their blouse/shirt and must have their tie in place.

SENIOR CYCLE

Girls

- Plain navy/black coat or jacket. Jackets must be absolutely one colour only - including inside and outside the collar and cuffs. No logos, emblems or writing. Denim jackets, biker jackets or similar are totally forbidden
- Skirt - Airforce Tartan Kilt (Available in Bernard Owens)
- 2 - Navy blue jumpers, with school crest.
- 2 - White blouses with long sleeves. Option of wearing blouse with school tie or open-neck white blouse.
- Plain navy or plain white socks or navy/black ribbed/plain tights may be worn under socks.
- Plain black or brown school shoes. Runners, canvas shoes, fashion boots etc. may not be worn.

Boys

- Plain navy/black jacket or coat (available in Bernard Owens and other retail outlets). Jackets must be absolutely one colour only - including inside and outside the collar and cuffs. No logos, emblems or writing. Denim jackets, biker jackets or similar are totally forbidden
- Navy-blue gabardine/ terylene trousers (School trousers only - fashion trousers may not be worn.
- 2 - Navy Blue jumpers, with school crest.
- 2 - White shirts with long sleeves.
- Plain black or brown school shoes. Runners, canvas shoes, fashion boots etc. may not be worn.

Girls may avail of a trouser option, which may be of benefit during inclement weather. All female students are expected to have a kilt. The school uniform trouser is only available from Bernard Owens, Leixlip.

It is compulsory that students wear full school uniform at all times, including school and State examinations.

PHYSICAL EDUCATION: ALL STUDENTS

The Confey College PE uniform includes a tracksuit and college polo shirt, and is compulsory for all students. Senior students may wear the PE uniform with non-marking runners to school on the days on which a student has PE. The PE uniform is available from Bernard Owens, Leixlip.

CYCLE HELMETS

For safety reasons, parents are asked to ensure that, where their son/daughter travels to and from school by bicycle, they wear a good quality cycle helmet.

NON-UNIFORM DAY

On non-uniform days students are allowed to wear their own clothes to school. Rules in relation to hair colour, hats, and jewellery still apply. Fancy dress and attire unsuitable for school are not permitted and if worn may result in students being requested to change clothes.

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CODE OF DISCIPLINE

Revised and Adopted by Board of Management: SEPTEMBER 2015

RATIONALE

In our school we value every student's right to a quality education in a caring, safe and respectful environment. We strive to encourage personal excellence and aim to help our students become their best selves. Therefore, we have high and realistic expectations for our students. Our code of conduct seeks to reflect and support these expectations. At all times we seek to encourage self discipline, respect and reason. Our hope is that the code will be not so much imposed, as followed because it is understood.

Every effort is made to encourage positive behaviour:

Positive verbal comments of praise and encouragement are given by teachers to students when the opportunity arises;

Teachers may record positive contributions and note these in the homework journal for parental signature;

An awards scheme is operated in the school which aims to give recognition to students' achievements in all areas and encourage excellence;

All teachers have a pastoral role. In addition to this, teachers in specific pastoral roles of Class Tutor, Year Head, Counsellor and Chaplain seek to support and encourage students.

The rules and sanction guidelines below outline expected behaviour and some usual steps taken when a rule is breached. However, it should be understood that it is impossible to anticipate every single unsafe action in any given context. Therefore, the school reserves the right to vary these procedures and sanctions, taking into account the particular circumstances of incidents, the individual record of students, the health and safety of students, and the rights of other students to learn and of teachers to teach, in a safe and respectful environment. Any behaviour outside school that damages the school, interferes with its workings, is detrimental to other students or undermines school discipline and good order is subject to the school's sanction.

FORMAL PROCEDURES

Students must uphold the school rules at all times and ensure that school is a safe and happy environment where people can learn together. Misbehaviour of any kind (breach of school rules, disrupting the learning of other students or endangering others by one's behaviour) must be dealt with in a way that encourages the offending student to improve their behaviour.

In addition to the sanctions listed in the following guidelines, the school has formal procedures that are designed to positively uphold and support the code of conduct. They are:

Official Detention.	Students may be detained by subject teachers.
Detention for breach of punctuality or uniform rules.	Fines.
Students may be put 'On Report'.	Suspension.
	Expulsion.

OFFICIAL DETENTION

Detention sets aside time after school where a student can make up for poor behaviour or lost learning time. It is intended that, as a result of detention, the student will learn to improve their behaviour. Detention will come about as a result of known or reported behaviour, or failure to follow class/homework procedures. The procedure which leads to detention is as follows:

Teachers will record misbehaviour in the Yearbook. This will act as a record of the student's misbehaviour or his/her failure to follow class / homework procedures.

The year head will then check the Yearbook and assess the student's behaviour record and decide if a detention is warranted.

Some breaches of school rules will lead to automatic detention.

If there is a serious incident of misbehaviour, the school authorities may decide that an automatic detention is warranted.

Procedure to Inform Parents About Detention

A letter will be sent to parents informing them of the ensuing detention. The letter will include a section where the parent or guardian will be asked to acknowledge receipt of the letter. Detention will take place from 2.30pm-4.00pm, on Wednesday afternoon.

Behaviour during Detention

Students will be required to study or do homework during the detention and use this time productively. Students may be provided with work, should the supervising teacher deem it necessary. Behaviour during detention must be of the highest standard if a student is to learn from the experience. Any misbehaviour will be severely dealt with. Depending on the nature of such behaviour, sanctions will be imposed which

may range from:doing the detention again; early morning detention; suspension.

Not presenting for Detention

Failure to turn up for detention will be dealt with severely. A student who fails to turn up for detention must produce a note from a parent explaining why they were absent from detention. The student will then take detention at a later date given by the Yearhead.

DETENTION FOR BREACH OF PUNCTUALITY OR UNIFORM RULES

Punctuality

Punctuality is essential if the school is to run efficiently. Arriving on time for class is vital if students are to benefit from class time. Arriving late for class disrupts the learning of others as the teacher's attention is disrupted in dealing with the late arrival of a student. Students who arrive late will take part in a special detention (eg lunchtime) assigned by the Principal / Deputy Principal. Students who arrive late persistently will be noted by the Year Head and a more severe sanction may be imposed by the Principal / Deputy Principal and Yearhead.

Uniform

The following procedure will be followed in the event of a student found to be in breach of the uniform rule:

- (a) A documented warning in the Journal may be given by Yearhead / Tutor/Teacher
- (b) Further infringements will be recorded in Journal.
- (c) The student may be given a special detention (eg lunchtime) for three infringements.
- (d) Repeated breach: Official detention or the student may be sent home.

ON REPORT

Students may be put 'On Report' for unsatisfactory progress or behaviour, developing a pattern of not doing their homework or consistently forgetting their books, copies or materials. The decision to put a student 'On Report' lies with the Year Head in consultation with tutors and class teachers. The student is given a report sheet by the Yearhead. This sheet must be presented to the subject teacher at the beginning of each class. The teacher will write a comment on the student's behaviour/progress/organisation. The student is required to get the report sheet signed by a parent every evening and report to the Yearhead or Tutor when requested.

STUDENTS DETAINED BY A SUBJECT TEACHER

Any teacher may keep a student in at break time or after school, or require a student to attend school early as a disciplinary measure as a result of a breach of school rules. This procedure is subject to the following conditions:

- (a) At least one day's notice must be given.
- (b) The day, date, duration and reason for detaining the student must be noted in the Homework Journal, signed by the teacher concerned and countersigned by the parent.

FINES

Fines may be imposed for offences such as smoking on the school premises, littering, spitting and chewing gum.

TEMPORARY EXCLUSION

A student may be temporarily excluded by the school authorities, if necessary, for any transgression of good behaviour deemed to be sufficiently grave. Please see policy on Suspensions.

PERMANENT EXCLUSION

In extremely grave cases, the Principal / Deputy Principal may initiate the recognised proceedings for permanent exclusion. Please see policy on Exclusions.

SANCTION GUIDELINES.

Sanctions may vary according to context and circumstance. In the case of any breach of rule, a teacher may verbally correct a student, write a note in a student's Homework Journal, administer extra work or duties, detain a student with due notice, or give the student a Yearbook entry. A Year Head may put a student on report or give a student an official detention. Teachers, tutors and Year Heads may contact parents at any time to discuss a student's behaviour. The Principal/Deputy Principal may suspend a student for any transgression of good behaviour deemed sufficiently grave. In extremely grave cases, the Principal/Deputy Principal may initiate the recognised proceedings for expulsion.

APPEAL OF DECISIONS

If a parent wishes to make any representation on any matter affecting the education or welfare of their son or daughter in the school up to and including a temporary exclusion of three days, s/he should contact the Principal/Deputy Principal. If a student aged 18 or over wishes to make any representation on any matter affecting his/her education or welfare in the school, s/he should contact the Principal/Deputy Principal. In the case of a temporary exclusion of a student for four days or over, a parent can appeal this decision,

in writing, to the Secretary, Board of Management, Confey College. In the case of a temporary exclusion of a student aged 18 or over for four days or more, the student can appeal the decision to the Secretary, Board of Management, Confey College.

SCHOOL RULES

Rules are not invented by teachers to torment pupils or to make life miserable. A little common sense will show that they are there to safeguard students' right to learn, and teachers' right to teach, in a caring, safe and respectful environment. Therefore we expect:

Rule 1: That you come to school every day and arrive on time.

This means:

That you attend school everyday unless it is absolutely unavoidable.

That if you miss school you bring in a note in your journal or a doctor's certificate on your return to school.

That if you must leave school during the day, you must get permission from your Year Head and sign out at the office.

That if you are unavoidably late, you bring in a note from your parent/guardian and sign in at the office.

That you arrive at all classes on time and not delay.

That you do not go to the toilets / lockers between classes without your teachers' permission.

That you behave yourself on your way to and from school.

Because:

Time missed is hard to make up;

The school is entitled to an explanation for your absences;

The school is responsible for you during the day;

It is expected that a late arrival to school be explained out of courtesy;

Arriving late for class wastes your time, the teachers' time and class time;

Going to the toilets/lockers between classes without permission delays the class starting;

The school has authority over you on your way to and from school.

Rule 2: That you come to school in uniform, clean and tidy.

This means:

You wear the full school uniform in school at all times. A Senior student may wear the P.E. uniform on days when you have P.E. on your timetable;

All students should have a neat, tidy and natural looking hair style, suitable for school.

Only Senior students are allowed to wear natural looking make-up, suitable for school.

Jewellery may be worn in non-practical classes provided, in the view of the school, it is not excessive and it does not present a health and safety problem. For example, studded earrings are the only type allowed. Large rings (i.e. sovereign rings or large signet rings) nose studs, studs in mouth or eye area may not be worn.

Wearing jewellery in practical classes is not allowed. You must take responsibility for your own jewellery.

Hats and scarves are to remain in your school bag / locker for the duration of the school day;

No smoking when in school uniform or when representing the school.

Because:

Students should wear their uniform with pride, be dressed suitably for school activities and be good ambassadors when representing their school in uniform;

Hair style/colour should be in keeping with a dress code suitable for school;

Senior students are allowed to wear make-up on the condition that this privilege is not abused;

These restrictions are necessary to minimise possible injury to students and to ensure a neat appearance when representing the school in uniform.

It is dangerous. You should leave your jewellery at home on those days when you have practical classes on your timetable.

Hats and scarves can be a distraction in class ;

Smoking is unhealthy. Students should always be good ambassadors of their school.

Rule 3: That you have respect for people and for property.

This means:

- Being helpful and treating other students and all staff with good manners and respect;
- Respecting the instructions of your teachers;
- Harassment, including sexual harassment, of all teaching, learning support and ancillary staff is expressly forbidden both inside and outside the school.
- Not picking on or bullying others;
- That you don't push or shove your way around the corridors;
- That you do not use offensive or abusive language;
- That you use the litter bins;
- That you do not spit;
- That you respect school property and the property of other people.
- You would expect the same respect for your property.

Because:

- Like you, they are entitled to good manners and respect;
- Teachers are entitled to your respect and co-operation;
- Everyone is entitled to personal dignity and to be free from intimidation and harassment both inside and outside the workplace;
- Bullying causes fear, hurt and misery;
- Pushing can lead to accident or injury;
- Offensive or abusive language shows disrespect and can cause hurt;
- Keeping the school environment pleasant and litter free is everyone's responsibility;
- Spitting makes the school grounds unpleasant and may spread infections;
- You would expect the same respect for your property.

Rule 4: That you do your best in class and at your homework.

This means:

- That you listen to your teachers;
- That you don't disturb the class;
- That you sit with the four legs of your chair on the floor at all times;
- That you do your homework each night, written and oral;
- That you always have your journal with you and take down your homework in it.
- That you get it signed by your parent/guardian each week.
- That if you need to leave the room, you must get permission from your teacher who will then sign your journal. You must bring your journal with you;
- That you put your chair up on the desk at the end of the day and help tidy the room.

Because:

- The teacher is trying to help you;
- Disturbing the class is unfair to others who wish to learn;
- It is dangerous to swing back on the two legs of your chair;
- Homework is a back up to the work done in class;
- Your journal helps you remember what you have to do;
- Getting your journal signed lets your parents see how you are getting on;
- Getting your journal signed to leave the classroom helps keep a record of your time missed, and lets other teachers know that you have permission to be out of class;
- It is important to take responsibility for tidying up after ourselves.

Rule 5: That you come in properly prepared for your subjects.

This means:

- That you have the proper pens, books and copies required for each class;
- That you bring in any special materials/equipment needed for class;
- Items not required for class (i.e. Magazines, MP3s, etc.) will not be brought into the class room;
- All bags, books and homework journal be kept in good condition and free of graffiti.

Because:

- It only wastes time if you haven't got your pens/ copies / books;
- It is impossible to do the subject without materials / equipment needed;
- Having items not needed for class cause distraction and waste time;
- Graffiti can offend. Neatness helps students stay organised.

Rule 6: That you act in a proper manner around the school and on school trips and activities.

This means:

- Walking in an orderly way between rooms
- You must line up outside the room for each class and wait quietly for your teacher;
- You should avoid loitering in the toilets during break times or at any other times;
- That eating or drinking is allowed within the school building only at specified times and areas;
- Taking your break in the manner and area specified, and obeying the instructions of the teachers on duty;
- That you don't break, damage or deface school property;
- That you must report to a teacher should you notice graffiti on school property, and especially if you notice graffiti on your desk or chair.
- That chewing gum is totally forbidden in the school building and grounds;
- That the use of electronic devices during class is strictly forbidden. Mobile phones, MP3 players etc must be turned off and stored during class time;
- Smoking (including electronic cigarettes) in the school building, toilets and environs is expressly forbidden.
- That you do not bring cigarettes, electronic cigarettes, lighters or matches to school
- That you never bring alcohol, illegal drugs, or any substance which might be abused to school, and you never come to school under the influence of alcohol or abusive substances.
- That students are prohibited from bringing aerosols and sprays onto the school premises

Because:

- Lining up quietly is safer;
- Not loitering in the toilets avoids congestion;
- Specified times and places for eating/drinking helps to keep the school clean and pleasant;
- Obeying break time rules and teachers' instructions is safer and helps with supervision;
- Others have to use school property and repairs / replacements are expensive ;
- Everyone is responsible for helping to keep the school environment pleasant.
- Chewing gum messes up school furniture and flooring;
- The use of camera phones etc. presents an unacceptable invasion of the right to privacy of students and staff;
- Legislation means that smoking is illegal in schools and in workplaces. Electronic cigarettes are unregulated and unhealthy. All students and staff have an entitlement to a smoke free environment.
- Matches and lighters are dangerous. Also, this makes it easier not to be tempted to smoke;
- Substance abuse is dangerous, unhealthy, addictive and illegal. It can cause misery and may even destroy a young person's life.
- Aerosols and sprays can pose a threat to pupil safety.

SANCTION GUIDELINES:

Rule 1

Missing school regularly: Parents may be called to the school to discuss the matter. Detention may be given.

Not producing a note explaining absences: Parents may be contacted.

Leaving school without permission: Parents may be informed and detention given. A repeated offence may result in the student being suspended, or being asked to reapply for his / her place in the school.

Being late for school / class will be recorded. The student will be given a morning detention after 5 lates in one academic year. Morning detention will be given for each late after that. An official detention will be given after ten lates. Failure to turn up for morning detention will result in an official detention.

Dallying, resulting in being late for class: May range from verbal reprimand to late slip given.

Going to toilets between classes without permission: The student may be given a Yearbook entry.

Not behaving on the way to or from school: May range from Yearbook entry to detention to suspension.

Rule 2

Not wearing full uniform: The following procedure will be followed:

Documented official warning by Year Head/Tutor/Teacher in Journal. A second note may be entered in Journal Uniform pages. A third offence will mean the student will be given a morning detention. Repeated breach: Official detention or the student may be sent home.

Hair style not suitable for school: Student may be given a warning not to return to school until hair is suitable for school.

Make-up not suitable for school: Student may be asked to remove all make-up.

Wearing excess jewellery: Excess jewellery may be taken from student and put on file. These may be returned when a parent makes an appointment with a teacher to discuss the matter.

Wearing any jewellery into practical classes: students may be excluded from class.

Hats /scarves worn in class: May be taken from student and kept on file until the end of term or until a parent meets with a teacher to discuss the matter.

Smoking in uniform or when representing the school: Detention or suspension may be given for a first offence. A two-day suspension may be given for a subsequent offence. Fines may also be imposed and authorities notified.

Rule 3

Disrespect/bad manners shown to other students or Staff: May range from verbal reprimand to Year Book entry to detention or suspension.

Disrespecting Teacher's instructions: May range from verbal reprimand to Year Book entry to detention or suspension.

Depending on the precise details, disciplinary action can include temporary or permanent exclusion and notification of incidents to outside agencies.

Bullying/picking on others: Will be dealt with by School Counsellor and/or Year Head or other teacher, and appropriate action taken.

Pushing/shoving your way around the corridor: Sanctions may range from verbal correction to Yearbook entry or suspension.

Using offensive language: Sanctions vary according to context. Sanctions may range from verbal reprimand and apology sought to a Yearbook entry, detention, or suspension.

Littering: The student may be required to do cleaning duties. Fines may be imposed.

Spitting: The student may be required to do cleaning duties. Fines may be imposed.

For damaging school property or property of others: One or more of the following sanctions may apply: Yearbook entry, detention, being asked to pay for damage, suspension.

Rule 4

Not listening to teachers: Sanctions may range from verbal reprimand to extra work given. Repeated breach will result in year book entry.

Disturbing the class: Sanctions may range from verbal reprimand, extra work given, year book entry, detention or suspension.

Swinging back on chair: Verbal reprimand or Yearbook entry.

Homework not done: Note in journal. Pattern of no homework: Yearbook entry or detention.

No Journal: Yearbook entry.

Journal lost: Student will be required to buy a new journal.

Homework not written into journal: Note in journal.

Journal not signed: Note in journal. Repeated breach: Student may be given a Yearbook entry.

No journal when student wishes to leave the room: Student will not be allowed leave the class without journal or teachers' written permission except in exceptional circumstances.

Not putting up chair / tidying room: Verbal reprimand /extra tidying duties given.

Rule 5

Pens / books /copies not in class: Note in journal. Repeated breach: Yearbook entry and / or detention.

Items not pertaining to class brought in: Items will be taken from students and put on file. These may be returned when a parent makes an appointment to meet with a teacher to discuss the matter. Yearbook entry.

Special materials/equipment not brought to class: Students may be excluded from class. Note in jour-

nal. Repeated breach: Students may be given a Yearbook entry.
Bags with graffiti: Students required blocking out graffiti.
Books /copies with graffiti: Students are required to block out graffiti.
Should any graffiti be deemed offensive, a yearbook entry, detention or suspension may be given.

Rule 6

Not acting in a proper manner around the school: Sanctions may range from a verbal reprimand to Yearbook entry, detention or suspension.
Loitering in the toilets: Sanctions may range from a verbal reprimand to a Yearbook entry to detention.
Not lining-up in a proper manner: Verbal reprimand or Yearbook entry.
Entering a class room without a teacher present, or without a teacher's permission: Verbal reprimand, Yearbook entry or detention.
Eating or drinking in inappropriate times or places: Food / drink may be confiscated. Yearbook entry may follow.
Not obeying the teacher on duty during break times: Yearbook entry, detention or suspension.
Breaking, damaging or defacing school property: Sanctions may range from Yearbook entry, detention, being asked to pay for damage, or suspension.
Use of electronic devices etc. in school:
 The device will be taken from the student and kept on file in the school office. First offence: the device will be retained overnight and will be returned to a parent.
 Second offence: the device will be retained for one week. Third offence: the device will be retained for two weeks. Fourth and subsequent offences: the device will be retained for four weeks.
Not reporting graffiti on students' desk / chair: Student may be held responsible for graffiti and a yearbook entry or detention may be given.
Chewing gum in the school building or grounds: Yearbook entry and /or detention and/or fine
Smoking in the school building or grounds: Sanctions will include monetary fines, school duties, detention, temporary exclusions and notification to outside agencies. The above sanction may be applied to those students smoking or seen smoking; possessing or seen possessing lighted cigarettes.
Cigarettes, electronic cigarettes, lighters, or matches brought to school: Parents may be informed. Detention may be given. Items may be taken from students and put on file. These may be returned when a parent makes an appointment to meet with a teacher to discuss the matter.
Bringing alcohol illegal drugs or any substance that may be abused into the school or coming to school under the influence of any of the above: The student will be suspended forthwith. A serious offence may result in expulsion.
Students who bring aerosols and sprays to school will have them confiscated and may receive a Year Book entry. Students who direct aerosols and sprays at others will receive a Year Book entry and may be suspended.

POLICY ON SUSPENSION

Reviewed and Adopted by Board of Management: September 2015

Authority to Suspend

The authority to suspend a student from Confey College rests with Kildare Wicklow Education and Training Board (KWETB). Under section 31 of the Vocational Education (Amendment) Act 2001, KWETB devolves this authority to the Board of Management of Confey College. The Board of Management delegates the authority to suspend a student to the Principal and in his/her absence to the Deputy Principal.

The policy and procedures relating to suspension in Confey College are devised having due regard to the NEWB *Guidelines for Schools*, the Articles of Management for Community Colleges and the Model Agreement for Community Colleges.

Rationale for Suspension

Used properly suspension can play an important role in ensuring the maintenance of good order in the school.

Suspension clearly signals behaviour that the school community deems unacceptable. It can provide a respite for the suspended student, for other students and for staff. It gives the suspended student time to reflect on the link between his/her action and its consequences. The period of suspension gives staff time to plan ways of helping the student change unacceptable behaviour.

Grounds for Suspension

A student may be suspended by the school authorities for any transgression of good behaviour deemed to be sufficiently grave. Suspension should be a proportionate response to the behaviour that is causing concern. Normally other interventions will have been tried before suspension. However, a single incident of serious misconduct may be grounds for suspension. The decision to consider excluding a student for a defined number of days requires serious grounds such as:

- The student's behaviour is persistently disruptive and has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to school property.
- The student has engaged in assault or fighting.
- The student has been seriously verbally or physically abusive to staff or fellow students.
- The student has been grossly disrespectful to a member of staff.
- The student has behaved in a manner that has brought the school into disrepute.
- The student has repeatedly refused to follow legitimate instructions.
- The student has repeatedly failed to attend for Official Detention.
- The student has engaged in bullying behaviour and other interventions have failed.
- The student has repeatedly absented him/herself from school without permission.
- The student has been smoking on the school grounds or while in school uniform or while on a supervised school outing.
- The student is under the influence of alcohol or drugs.
- The student brings alcohol, illegal drugs or any substance that may be abused onto the school grounds.
- The student engages in the inappropriate use of cameras or other recording equipment.
- The student engages in theft.
- The student has made racist remarks.
- The student engages in inappropriate use of school IT facilities.

Factors to consider before suspending a student

Before deciding to suspend a student the Deputy Principal or Principal will:

- Ensure that there is a written record of the behaviour.
- Consider how persistent the unacceptable behaviour has been.
- Consider whether the behaviour has escalated, despite interventions.
- Consider how other students and staff are affected by the student's behaviour, in particular the impact on teaching and learning in the student's class.
- Review interventions already tried. The Year Head and Tutors will endeavour to ensure that interventions are recorded and monitored.
- Consider whether a referral to counselling is appropriate.

Immediate Suspension

In exceptional circumstances, where the continued presence of a student in the school at a particular time would represent a serious threat to the safety of students or staff or any other person in the school, the Principal may decide that an immediate suspension is warranted. In this, as in all suspensions, fair procedures will be applied. In such a situation a parent/guardian will be contacted by telephone to collect the student. The situation will be explained and written documentation will follow by post.

Automatic' Suspension

The Board of Management may decide, following discussion with staff, parents and students, that particular named behaviours incur suspension as a sanction. Due process and fair procedures will apply in all such situations.

Suspension during the state exam period

Serious misbehaviour during the state examination period may result in a student being suspended from school. Efforts will be made to arrange for the student to do his/her exams in a separate centre and/or in another school.

Internal Suspension

Students may be required to serve the suspension internally i.e. the student will come to school to be supervised and will not attend regular classes.

Procedures in respect of Suspension

Schools are obliged by law to follow fair procedures when proposing to suspend a student. Where a preliminary assessment of the alleged misbehaviour indicates that suspension may be an appropriate sanction the following procedures will apply:

- The student and his/her parents are informed of the complaint.
- The student and his/her parents are given an opportunity to respond.
- Communication with parents will normally be by phone. However, if a parent/guardian wishes to arrange a meeting to discuss the issue then every reasonable effort will be made to facilitate such a meeting.
- If it is decided to suspend the student, a suitable date for the commencement of the suspension is agreed with the parent.
- A letter setting out the details of the suspension is sent home by post. A copy of the letter is handed to the student.
- Parents/guardians are notified of their right to appeal a suspension to the Board of Management.
- Where cumulative periods of suspension would bring the number of days for which a student has been suspended to six days or more in a single school year the Education Welfare Officer will be informed.
- Parents/guardians may be requested to attend a meeting with the student's Year Head and/or Deputy Principal and/or Principal.
- Where an immediate suspension is considered warranted by the Principal for reasons of the safety of the student, other students and/or staff a preliminary investigation is always carried out to establish the fairness and appropriateness of the proposed suspension. All of the conditions for suspension apply to immediate suspension. Confey College has due regard to its duty of care for the student and in no circumstances should a student be suspended without first notifying parents/guardians so that in the case of an immediate suspension parents/guardians may make arrangements for the student to be collected.

Periods of Suspension

A student should not be suspended for more than three days except in exceptional circumstances where the Principal considers that a suspension longer than three days is needed in order to achieve a particular objective. The matter should be referred to the Board of Management for consideration and approval.

The Board of Management authorises the Principal with the approval of the Chairperson to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion.

Appeals

Kildare Wicklow ETB offers an opportunity to appeal the Principal's decision to suspend a student. Parents and students aged 18 or over can appeal the decision to suspend by writing to the Secretary, Board of Management, Confey College.

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

In the case of a successful appeal a suspension will be removed if the Board of Management, Kildare Wicklow ETB or the Secretary General of the Department of Education and Science directs that it be removed.

Review of the use of Suspension

The In-School Management Team should monitor the use of suspension on an annual basis to ensure that its use is fair and consistent with school policies. It is the responsibility of the Board of Management to review the use of suspension at regular intervals.

Policy on Expulsion

REVIEWED AND ADOPTED BY BOARD OF MANAGEMENT: SEPTEMBER 2015

AUTHORITY TO EXPEL

The authority to expel a student from Confey College rests with Kildare Wicklow Education and Training Board (KWETB). Under Section 31 of the Vocational Education (Amendment) Act 2001 the ETB may devolve this authority to the Board of Management of Confey College.

The Board of Management in making a decision to expel a student from the school must comply with section 24 of the Education Welfare Act 2000. The Board's decision must also be in line with the National Educational Welfare Board's Developing a Code of Behaviour: Guidelines for Schools, the Articles of Management of a Community College, the Model Agreement for Community Colleges and all relevant legal requirements.

GROUNDINGS FOR EXPULSION

Expulsion of a student is a very grave step and one that is only taken in extreme cases of unacceptable behaviour.

Before proposing to expel a student the school will already have taken significant steps to address the misbehaviour and to avoid expulsion including, as appropriate:

- Meeting with parents and the student 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 possible options have been tried.
- Seeking the assistance of relevant support agencies.

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

- the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student's continued presence in the school poses 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 the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions and believe they have exhausted all possibilities for changing the student's behaviour.

'Automatic' Expulsion

The Board of Management may decide, following consultation with stakeholders, that particular named behaviours incur expulsion as a sanction.

Expulsion for a first offence

There may 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 of Discipline could include:

- A serious threat of violence against another student or member of staff or any person connected with the school
- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault.

DETERMINING THE APPROPRIATENESS OF EXPELLING A STUDENT

Given the seriousness of expulsion as a sanction the Board of Management should undertake a very detailed review of a range of factors in deciding whether to expel a student. These should include:

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

Inappropriate use of expulsion

Expulsion should not be proposed for poor academic performance, poor attendance or minor breaches of the Code of Discipline. However, any behaviour that is dangerous or persistently disruptive to learning can be a serious matter.

PROCEDURES IN RESPECT OF EXPULSION

Schools are required by law to follow fair procedures, based on the principles of natural justice, when proposing to expel a student. Fair procedures have two essential parts: the right to be heard and the right to impartiality.

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

1. A detailed investigation carried out under the direction of the Principal
2. A recommendation to the Board of Management by the Principal
3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing
4. Following the hearing, the Board of Management deliberates and decides on a course of action
5. Consultations arranged by the Educational Welfare Officer
6. Confirmation of the decision to expel.

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

- The Principal should inform student and parents/guardians about the details of the alleged misbehaviour and how it will be investigated
- Parents/guardians will be given due notice of meetings in writing and a fair and reasonable time to prepare for meetings.
- If a student and his/her parents/guardians fail to attend a meeting they should be informed in writing of the gravity of the matter and the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the student's alleged behaviour.

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 misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion. The Principal should:

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

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

It is the responsibility of the Board of Management of Confey College to review the initial investigation and satisfy themselves that the preliminary investigation was properly conducted in line with fair procedures. The Board should undertake its own reviews of all documentation and the circumstances of the case. It should ensure that no party who has had any involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

Where the Board decides to consider expelling a student, it must hold a hearing. The meeting for the purpose of the hearing should be properly conducted in accordance with Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting may also be an opportunity for parents to make their case for lessening the sanction.

In the conduct of the hearing, the Board must take care to ensure that the members are, and are seen to be, impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board should ensure that the Principal and parents or student, if over 18 years of age, are not present for the Board's deliberations.

Step 4: Board of Management deliberations and actions following the hearing

Having heard from all the parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction. Where the Board, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board 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 should refer to National Educational Welfare Board reporting procedures for proposed expulsions.

The student cannot 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 of Management should inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.

The notifying letter should also inform parents of their right to appeal the Board's decision to the ETB and a copy of the relevant appeal form should be enclosed.

Step 5: Consultations arranged by the Educational Welfare Officer

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

- must 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, section 24).

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement about an alternative intervention that would avoid expulsion. However, where the possibility of continuing in the school is not an option, at least in the short term, the consultation should focus on alternative educational possibilities.

In the interests of the educational welfare of the student, those concerned should come together with the Educational Welfare Officer to plan for the student's future 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 students is secured (Education (Welfare) Act 2000, s24(5)). The Board of Management may consider it appropriate to suspend a student during this time. Suspension should only be considered where there is a 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 Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board should formally confirm the decision to expel (this task might be delegated to the Chairperson of the Board of Management and the Principal). Parents should be notified immediately that the expulsion will now proceed. A formal record should be made of the decision to expel the student.

APPEALS

A parent, or a student aged over eighteen years, may appeal a decision to expel to Kildare Wicklow ETB. Where an appeal to the ETB has been concluded, parents, or a student aged over eighteen years, may subsequently go on to appeal to the Secretary General of the Department of Education and Science under the provisions of the Education Act 1998, section 29.

The appeals process

The appeals process begins with the provision of mediation by a mediator nominated by the ETB.

REVIEW OF USE OF EXPULSION

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

PARENTS' ASSOCIATION

REVISED APRIL 2015

The Parents' Association consists of all parents of children attending Confey College. It is the structure through which parents in a school can work together for the best possible education for their children. The Parents' Association works with the principal, staff and the board of management to build effective partnerships between the home and school.

The Parents' Council is a group of parents on a committee who meet once a month. Council members provide assistance to the school in many ways. The principal and Board of Management now; more than ever, need parents to be involved in the Parents Council. They want parents to help with:

- Policy making
- Suggest areas where improvements could be made in all aspects of school life
- Fund raising

Facts about the Parents' Council:

- The Council consists of Chairperson Pat Kerr Secretary Margaret Collins-Power, Treasurer Valerie Craven-Grace and various other parents. These are elected at an Annual Parents AGM.
- Meetings held once a month- approx 6 meetings a year.
- Meetings also attended by principal and a member of the Board of Management.
- Parents can have an input into the policies and decisions taken in the school.
- Parents get a chance to meet with other parents from different school groups to discuss experiences etc.
- It can provide a support for parents who may not know how to deal with issues affecting their child.
- It is linked with the National Parents Council-Post Primary.

Last year, the council lost a lot of valued and hard-working members as their children have moved on to further education or to employment. As a result, The Parents' Council are looking for new members, and people to help out at different events. Remember your child will be in Confey College for 5-6 years. The Parents' Council provides a great link between the school and the children and is a good way of finding out what's going on in the school. You can get the opportunity to meet parents of your child's friends, their teachers and other parents from a variety of different backgrounds.

It's good to play a part in your child's education!

Visit www.ccpa.ie or contact the Chairperson at confeyparents@gmail.com

STUDENTS' COUNCIL

REVIEWED AND ADOPTED BY BOARD OF MANAGMENT: SEPTEMBER 2015

Confey College Students' Council acts as a voice for the students in the school. Each class elects two representatives, one male and one female, to the Council. The first Council elections took place in 1996 and since then, the Council has met regularly with a Staff Liaison Officer. The Council drew up a new constitution in 1997-1998 and elects its own Executive Committee. This Executive consists of President, Vice President, Secretary, Treasurer, Public Relations Officer and other officers.

The school makes available a subvention to the Student Council to finance various projects and suggestions for improvement in the school. The Students' Council contributed significantly to the review of the school's Code of Discipline and Guidelines on Bullying documents. The Council has also engaged in fundraising for charitable causes.

The role of the Students' Council is continually evolving within the school and will continue to play a significant role in the developing school policies.

SCHOOL TRIPS

REVIEWED AND ADOPTED BY BOARD OF MANAGEMENT: 18TH SEPTEMBER 2015

- All school trips will be planned and implemented with due regard to DES Circular M 20/04 Educational Tours by School Groups (both inside and outside the State) and any relevant policies put in place by Kildare Wicklow Education and Training Board (KWEB) and Confey Community College.
- The school aims to balance the achievement of academic excellence with social and personal development of students.
- School Trips and outings can make an important contribution to the achievement of this aim.
- From time to time, the school will organise trips to locations both at home and abroad. As far as possible, these will be organised during school holidays or at weekends. Of necessity, some outings will take place during school time.
- All school trips should be self-financing.
- The payment of a deposit or of the full cost does not constitute a contract, as a severe breach of the school's code of discipline may result in a pupil being banned from travelling on the tour.
- All those travelling on the tour are required, where necessary, to be in possession of a valid passport and any other travel documentation required. For trips to other EU countries, travellers should be in possession of a completed E111 form.
- Any illnesses, allergies, dietary or medication requirements will be notified in good time to the Tour Organiser.
- Depending upon the nature of the trip, a 'good behaviour bond' may be imposed. This bond will be refunded, subject to satisfactory completion of the trip.
- Students, as ambassadors of the school, are expected to conform to the highest standards of behaviour and courtesy. A high standard of self-discipline and trust is required. Examples of breach of trust would include: alcohol or substance use, breach of room curfews, inappropriate liaisons, the purchase of inappropriate items or materials and the misuse of facilities.
- A student's application to participate on a school trip may be refused if, in the opinion of the Principal or Deputy Principal, his/her disciplinary record is such as to give rise to serious concern that he/she cannot be trusted to conform to the high standard of behaviour and self-discipline required. A decision to refuse an application may be appealed to the Board of Management.
- Any breach of trust may result in parents being contacted and requested to arrange the return of their son or daughter. Other appropriate disciplinary action may be taken as circumstances demand.
- In some cases, it is the practice of the school to impose an appropriate monetary fine on a student for breach of trust or inappropriate behaviour, for example, behaviour likely to be a risk to health and safety. Parents will be contacted in such cases.

In a situation where a student is suspected of being under the influence of alcohol the school authorities may require the student to undergo a breath test using a device that measures alcohol content in the human breath
- The purchase, possession or consumption of alcohol, cigarettes or drugs is not permitted.
- Teachers and other responsible adults supervising the trip are in loco parentis and, therefore, have the responsibilities and rights of a prudent parent.
- In cases of serious misbehaviour, students may be excluded from school trips and/or activities, with a right of appeal to the Board of Management.

ALCOHOL, TOBACCO & DRUG USE

Reviewed and Adopted by Board of Management: September 2015

INTRODUCTION

Our school is committed to addressing the needs of the whole school in relation to drugs.

We believe that Teachers, Parents, Board of Management, Students and other relevant personnel need to work together and that cooperation is essential for the acceptance and implementation of the policy.

It has been agreed that a drug is ‘any substance which changes the way the body functions, mentally, physically or emotionally.’

Our school recognises that Drugs - both legal and illegal are available in the local community of Leixlip and that the school, being part of this community may have drug incidents which need to be handled in a consistent and sensitive way. Our school also acknowledges that it has an important role to play in drugs education both in terms of prevention and offering support to those who use drugs.

This policy applies to Teachers, Parents, Students, the Board of Management, all other school staff and any person on entering the school premises.

The Board of Management may permit the responsible and legal use of alcohol at special designated functions.

The School Ethos

Our school believes that the Personal and Social Development of each student is important and should be provided in a caring and respectful environment. We aim to help our students become their best selves and respect the rights of others. We strive for good relationships between students, staff and parents. We educate our students not only for now, but also for life.

This philosophy underpins and informs all the work we do and is central to this policy document.

The policy outlined in this document is also consistent with our existing school policies, i.e. the Confey College Code of Discipline and relevant national legislation, i.e. the 1998 Education Act.

The Use of Drugs in School

Our school does not accept the possession, use or supply of drugs in school or on school trips by any member of the school community. Because of our concern for the overall welfare of our students, our school does not accept the abuse or illegal use of drugs or alcohol in non-school time.

Legitimate Medicinal Use

The only exception is for legitimate medicinal use. Where a student is in possession of such medication, the school must be informed in writing to the Year Head. Prescription and non-prescription drugs should be administered at home with parental supervision.

This policy is focused on four key areas:

- Alcohol, Tobacco and Drug Education Programmes
- Managing Drug related Incidents
- Training and Staff Development.
- Monitoring, Review and Evaluation.

Alcohol, Tobacco and Drug Education Programmes.

Our school is committed to providing a comprehensive and timetabled drug education programme for all students which is incorporated into the Social, Personal and Health Education Programme currently running in the school.

Substance Use Module in the SPHE Curriculum 1st –6th Year.

All of SPHE has a role in developing an informed and sensible attitude to substances. The substance abuse module in the SPHE curriculum focuses on issues relating to the use and misuse of a range of drugs. This module of SPHE seeks to explore the use of legal and illegal drugs in society – all drugs used by adults and young people. It does not use ‘scare tactics’. This module aims to deal with a complex and emotive issue in a rational manner.

All SPHE must give cognisance to the social and cultural context of the students. This substance use module in particular reflects the characteristics of the world of students. It is age appropriate/ area appropriate etc. and covers substances such as cannabis, alcohol, nicotine, and heroin.

These links support the work of parents by involving them in the school’s programme and in policy development.

While the best interests of all staff and students, as well as their health and safety are of primary concern, a caring approach needs to be shown to those who may be using drugs or alcohol. Our school should strive to provide a drug free environment.

To implement the substance use aspect of the SPHE programme, the following actions will be taken:

- All teachers involved in SPHE will be given the opportunity to avail of training in group facilitation skills and personal development.
- A Drug Co-ordinator/s will be appointed in conjunction with this policy.
- Staff teaching the Drug Education Programmes will be given the opportunity to avail of training in The Substance Abuse Prevention Pack (SAPP) – ‘On My Own two Feet’ Department of Education and Science and the Department of Health and Children.
- All teachers will be encouraged to avail of drug information and drug awareness training through periodic in-service training.

Outside Speakers

We believe that trained teachers are in the best position to carry out drug education but sometimes it may be appropriate and desirable to use an outside speaker as required to supplement or reinforce the work done in class.

Drug Awareness Week

A Drug Awareness Week will become part of the school calendar. The setting up and running of the event will be the responsibility of the Designated Drugs Coordinators/s in conjunction with the Student Council and SPHE Teachers

Managing Alcohol, Tobacco and Drug Related Incidents in Confey College

In line with the opening statement of this policy, there needs to be balance between the needs of persons involved in an incident and the needs of the school community and the reputation of the school. Every effort will be made at the outset to establish the facts of the case. The co-operation of pupils, parents and all those concerned will be expected. It will be the school’s intention to support those involved in incidents and to seek to help them.

Where school rules have been breached, disciplinary procedures will be followed. Consideration will be given to the nature of the offence, and the school’s pastoral care system will be called upon for support.

Examples of Drug related incidents.

- Possession of legal/illegal drugs, alcohol or tobacco products on the school premises or during a school related activity.
- Suspicion of drug/alcohol use, possession or dealing of drugs/alcohol.
- Emergencies when person may be seriously unwell or unconscious from drugs/alcohol.
- Unusual behaviour or intoxication.
- Disclosure by another person.
- Evidence of selling/supplying either legal or illegal drugs.
- Help sought from staff member by a person.
- Evidence or suspicion of school grounds being used for drug/alcohol/tobacco activity.
- Drug/alcohol/tobacco paraphernalia found on school premises.

Assessing a Drug/Alcohol/Tobacco incident

- If there is no immediate danger to a person, it is important that the situation be assessed before responding.
- Where it is necessary to record an incident, a standard report form may be completed for each incident involving alcohol, tobacco or drug use. This recording procedure will ensure a fair process of challenging the person about behaviour of concern.
- In all suspected or confirmed incidents of substance abuse, a limited number of people will be involved in managing the incident. People will only be informed on a “need to know basis”.
- Persons involved in managing substance abuse situations may include the Principal/ Deputy Principal, Designated Drugs Co-ordinator, Guidance Counsellor, Year Head. Persons involved in the case will be informed and all written documentation will be held confidentially by Principal / Drugs Co-ordinator / Guidance Counsellor.
- In cases of young person’s involvement, parents or guardians will be informed. Support will be offered to them in cases of a serious offence.

Response to a Drug/Alcohol/Tobacco incident

- The incident will be reported by the person finding the incident to the Designated Drug Co-ordinator/s or Principal, / Deputy Principal or relevant Year Head.
- Where necessary, medical assistance will be sought.

- The Designated Drug Co-ordinator/s /Principal / Deputy Principal will record details of the incident.
- Alcohol, cigarettes or tobacco found on the school premises will be confiscated. In the case of a young person's involvement, parents will be informed and given the opportunity to redeem such items.
- Controlled drugs found on the premises without prior written notification to the Year Head will be confiscated. Illegal drugs will be handed over to the Garda immediately.
- Paraphernalia or equipment involved in drug misuse will be disposed of with due regard to Health and Safety regulations. Dangerous or hazardous items will be stored carefully prior to disposal.
- In the event of a confirmed incident involving illegal drugs on the school premises or during any school activity, the Garda will be advised by the designated person. If a young person is involved, the Juvenile Liaison Officer will be contacted and will be asked to deal with any drugs on the premises.
- A person suspected of being in possession of an illegal substance will be asked to empty pockets, bags, lockers. Searches should be carried out in the presence of at least two staff members and due consideration must be given to the gender of the student in this regard. A student may nominate a teacher present in the school on the day to engage in the search if possible. Should a student refuse to co-operate, the parents will be contacted to obtain their permission. If necessary the school will contact the Garda.
- The Chairperson of the B.O.M. will be informed by the Designated Drug coordinator/s where incidents involving illegal substances are confirmed. The young person will not be identified by name in such cases.
- In response to all incidents, pastoral support will be offered.
- If a serious problem of substance abuse exists, referral to an appropriate agency/service will be recommended and assistance given where possible.
- Persons involved in incidents, i.e., finding, investigating or parents of a young person will be offered support.
- In a situation where a student is suspected of being under the influence of alcohol the school authorities may require the student to undergo a breath test using a device that measures alcohol content in the human breath
- Persons found under the influence of alcohol or other drugs will be removed from the school areas as early as possible.

Disciplinary Procedures

- Incidents involving substance abuse are complex. Sanctions imposed following instances of substance abuse will vary and depend on the nature and severity of the offence. Possible responses may include: school community services, monetary fines, reporting to the Environmental Officer, a requirement to engage with a specialised agency, official detention, permanent or temporary exclusions (refer to the Policies for Suspension and Exclusion)
- It is the aim of Confey College to keep young people in the school system wherever possible.
- Students may appeal temporary or permanent exclusions. The appeal should be lodged in the first instance with the Principal and then, if required, with the Board of Management.
- Incidents involving staff members will be reported by the manager to the employer, i.e., by the Principal to Kildare Wicklow ETB.
- Incidents involving others connected with the school, i.e., parents, visitors, will be reported to the B.O.M. and /or Garda.

Confidentiality

It is the policy and practice to offer confidentiality to all young people. However, incidents where a young person is in danger cannot be guaranteed confidentiality. It is recognised that the handling of the disclosure and incident may have an important bearing on the outcome. The young person must be informed about what is happening and why. The welfare of the person involved must be the prime focus. Confidentiality and its limits will be explained to all through the SPHE programme and relevant in-service training.

Media

The Principal or Designated Drugs co-ordinator person will handle all media queries. The school will not comment on individual cases, but will refer to school policy and procedures in general for managing drug related incidents.

Response to incidents on school trips/outings

- Person(s) under influence of a substance will be removed from the group where possible.
- In the case of a young person, the parents will be contacted as soon as possible.
- Where necessary, medical assistance will be sought.

- Breaches of school policy on substance abuse, including smoking may result in a monetary fine.
- Serious breaches of school policy on substance abuse will mean that the young person will be sent home where and how it is safe to do so.
- Incidents involving on-duty staff /persons will be reported to the employer, who will decide on appropriate action.
- Pastoral support will be offered on return to school.

Training and Staff Development

We will provide:

Staff

The school will make available on-going training and provide up-to-date drug information and resources to staff involved in delivering Social, Personal and Health Education Programmes. Staff will be offered up-to-date drug information and will be encouraged to participate in on-going awareness training. Detailed and specific training will be made available to the Drug Co-ordinator /s and key staff, Principal, Deputy Principal and Year- Heads in relation to managing drug related incidents.

Parents & Board of Management

The school will provide opportunities to attend information evenings and workshops on issues relating to drugs and school policy. These information sessions should take place in the year following the adoption of this policy. In subsequent years, these will be offered as part of the induction course for parents of new students to the school

Young People

Our school will offer all its students drug education programmes within the context of their SPHE classes

Monitoring, Review and Evaluation of the Policy

Drug Co-ordinator

A Social, Personal and Health Education/ Drug Co-ordinator or Coordinator/s will be appointed by the Principal.

The Coordinator/s will be responsible for overseeing the SPHE curriculum and Drug Education Programmes in our School.

Dissemination of Policy

Copies of the policy will be disseminated to all the school community.

It will be included in the staff and parent handbooks.

An abridged version with helpline numbers will be included in the students' homework journal.

Copies of the policy will be freely available from the administration office and from the Drug Coordinator/s.

Students will be made aware of the policy as part of their drugs education within the context of a Social, Personal and Health Education Programme.

Monitoring of the Policy

The Drug Coordinator/s will monitor aspects of the policy on an ongoing basis to ensure that it is of practical benefit to the school. The three areas are:

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

The results of the monitoring will be recorded and made available to the Principal.

Evaluation

The Principal, Teachers, Parents, Students, Board of Management and other relevant groups will be involved in the evaluation of this policy when it has been in place for one year and any changes incorporated into the amended policy. The three main areas of the policy we will evaluate are:

- Drug education Programmes
- Managing Drug related incidents
- Parent, Staff and Management Training and courses offered to the school community.

Confey Community College

Drug-related Incident Report

To be used when an illicit or unsanctioned drug is found with a student or a student is found apparently affected by drug use, or there is evidence of this.
To be completed by Principal or his/her delegate.

Name of student:

Class:

Date and time of incident:

Substance involved (if known):

Description of incident:

Action taken:

- Report placed on student file
- Suspension/exclusion imposed
- Parents contacted
- Copy forwarded to the school counsellor
- Gardai informed

Principal/delegate's name:

Signature:

Date:

ANTI-BULLYING POLICY

Reviewed and Adopted by the Board of Management September 2015

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Confey Community College has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

We believe we can make a difference by providing a quality education to our students in a caring and respectful environment. We value respect, fair play and everyone's right to be himself or herself. We aim to help our students to develop a sense of their own unique worth, to become their best selves and to respect the rights of others. We strive for good relationships between our students, our staff and our parents. We educate our students not only for now, but also for life. Our school motto is Meas ar chách/respect for all. In our school everybody is valued. Difference of any type does not make it acceptable to bully a person. Silence allows people to suffer. We speak out when we know we should. All people in this school have the right to be themselves, and the responsibility to treat others as they would like to be treated.

2. 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 bullying behaviour:

- A positive school culture and climate which
 - o is welcoming of difference and diversity and is based on inclusivity;
 - o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - o promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that
 - o build empathy, respect and resilience in pupils; and
 - o 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 (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Appendix 1 of this policy as per the Anti-Bullying Procedures for Primary and Post-Primary Schools.

4. The relevant teachers for investigating and dealing with bullying is are as follows:
A student, parent or any member of the non-teaching staff may bring a bullying concern to any teacher or other member of staff in the school (or directly to the Year Head) who will then report the matter to the Year Head. Parents or/Guardians suspecting incidents of bullying behaviour should contact the Year Head directly where possible.

The Year Head has responsibility for investigating and dealing with suspected bullying behaviour involving students in the relevant year group. In some instances other Year Heads, the Deputy Principal or Principal or Guidance Counsellor may be involved in the investigating phase, particularly where a large group are involved or when time is limited. In certain circumstances (e.g. school trips), the relevant teacher could be any member of teaching staff. The matter must be referred to the Year Head as soon as possible.

5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

- The school will liaise with primary schools as necessary to track any behavioural history relating to bullying. A survey will be carried out during the first term each year. This will give students the opportunity to express any individual concerns/reports of bullying.
- The school will provide all necessary information about bullying to parents of enrolling students. All parents/guardians will be given a copy of the Anti-Bullying Policy along with a copy of the Code of Behaviour on enrolment.
- The school will ensure that the buddies/prefect programme for 1st Years includes information about bullying.
- The school will ensure that the teaching staff is kept fully informed of policies and programmes and confirmed cases of bullying as necessary, and that all teachers are vigilant in this particular area.
- The school will maintain and further develop an awareness of bullying and its consequences among the student body through SPHE, CSPE, RSE, the buddies/prefects programme, posters, Anti-Bullying week, the Pastoral Care Team, the Students' Council and the Parents' Council.
- Excerpts from the Anti-Bullying Policy and other support materials will be visible throughout the school, in corridors and classrooms. The policy will be published on the school's website. Excerpts from the policy along with other relevant information will be included in the students' journal.
- Safe Internet Use will be promoted, educating students about safer and more responsible use of online technology and mobile phones, coordinated by ICT and SPHE teachers. The Anti-Bullying Policy operates in conjunction with the school's Internet Safety Policy.
- Through the process of School Self-Evaluation we will periodically evaluate the effectiveness of the Anti-Bullying Policy.
- Teachers of all subjects will aim to build empathy, respect and resilience in students and will act as positive role models.
- We will, through our curricular and extra-curricular programmes aim to develop in students a positive sense of self-worth and enhance their self-esteem.
- We aim to facilitate a culture whereby students, teachers and parents alike, are aware of their responsibilities where bullying is concerned. There are tips for parents with regard to bullying in Appendix 5. There is advice for students in Appendix 6.
- Those in leadership positions will always seek to use a positive approach when dealing with people e.g. teachers will reward positive or desired behaviours by giving praise.
- Whole staff professional development on bullying will ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives, and the need to respond to it- prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s).
- School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community.

- Supervision and monitoring of classrooms, corridors, school grounds, buses travelling to and from school, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
- The school will encourage the involvement of the student council in contributing to a safe school environment to encourage a culture of peer respect and support.
- The school will encourage a culture of telling, with particular emphasis on the importance of bystanders. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly. They should be aware that there is no such thing as an ‘innocent bystander’.
- The school will ensure that pupils know who to tell and how to tell, e.g.: approach a teacher directly, hand up a note with homework, put a note under the door of the Guidance Counsellor’s door or get a parent/guardian or friend to tell on your behalf.

6. The school’s procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

Reporting and Recording

- I. All staff are required to report any concerns regarding bullying behaviour witnessed by them, or mentioned to them to the Year Head.
- II. All staff must keep a written record of any incidents witnessed by them or notified to them. Any reported incident will firstly be investigated by the Year Head to establish whether or not bullying is actually taking place. The Year Head should use Record of Investigation: alleged bullying behaviour (Appendix 2). The Year Head must inform the Principal of all incidents being investigated.
- III. If it is established that bullying has occurred, appropriate records must be kept and filed in a designated confidential folder in the Year Head office and kept for at least seven years. The Year Head will keep written records of the investigation

Investigation

- IV. The Year head will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour.
- V. The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved.
- VI. The school authorities will speak to both parties on a no-blame basis to establish what has happened and encourage them to solve the problem. As part of this process the student(s) involved will be made aware of how hurtful his/her behaviour is and that it must stop.
- VII. All reports, including anonymous reports of bullying must be investigated and dealt with by the Year Head. It will be make clear to all students that reporting incidents of bullying is not telling – they are behaving responsibly.
- VIII. Parents and students are required to cooperate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- IX. Incidents will be investigated as discreetly as possible to ensure the privacy of all involved.
- X. All interviews will be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved may also be interviewed.
- XI. Students involved in a bullying incident may be asked to write down their account of the incident.

Formal Stage 1-determination that bullying has occurred

- XII. In cases where it is determined that bullying behaviour has occurred, the parents of the students involved should be contacted at an early stage to inform them of the matter and to explain the actions being taken.
- XIII. Where a student is found to have engaged in bullying behaviour it will be made clear to them how s/he is in breach of the anti-bullying policy and the effect on the other person(s).
- XIV. If disciplinary sanctions are required, this is a private matter between the student being disciplined, his/her parents/guardians and the school. This will be made clear to all involved (each set of students and parents/guardians).

Formal Stage 2-Appendix 3 (From DES Procedures)

- XV. In determining whether the bullying behaviour has been adequately and appropriately addressed, the Year Head must, as part of his/her professional judgement, take the following factors into account;
 - Whether the bullying behaviour has ceased
 - Whether any issues between the parties have been resolved as far as practicable
 - Whether the relationships between the parties have been restored as far as practicable and
 - Any feedback received from the students involved, their parents or the Principal or Deputy Principal.
- XVI. In cases where the Year Head considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after s/he has determined that bullying behaviour has occurred, s/he must file a 'Record of bullying behaviour' with the Principal for further action (Appendix 3).
- XVII. In cases of serious physical assault, or threat of assault or where it is considered that there is a significant risk to the Health and Safety of any member of the school community the bullying behaviour needs to be immediately referred to the Principal and recorded on template (Appendix 3).
- XVIII. Serious instances of bullying behaviour (where the behaviour is regarded as potentially abusive) will, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardai as appropriate the school Designated Liaison Person. Repeated instances of bullying by the same guilty student will be referred by the Principal to the BOM for final decision.
- XIX. The College will advise on appropriate supports for those concerned.
- XX. Should a problem persist, the year Head will refer the matter to the Principal/Deputy Principal. Following further investigation and due process, the Principal may impose a term of suspension on any guilty party. Any further instances of bullying by the same guilty party may be referred by the Principal to the Board of Management.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedure.

- XXI. In the event that a parent has exhausted the school's complaint procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :
Students who have been involved in bullying incidents will be advised by the Year Head/Deputy Principal/Principal of the availability of the Guidance Counsellor.

The target of bullying may receive counselling and/or opportunities to participate in activities designed to raise her self-esteem, to develop friendship and social skills and there by build resilience whenever this is needed.

The student involved in bullying behaviour may be referred to the Guidance Counsellor. This will be an opportunity to learn other ways of meeting his/her own needs without violating the rights of others.

Students who observe bullying behaviour are always encouraged to discuss it with a teacher. The assistance of the Guidance Counsellor may also be called upon by the student/parent/teacher if required.

If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported by a teacher.

8. Supervision and Monitoring of Pupils
The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on _____ [date].

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____

Appendix 1

The following is a list of examples of bullying behaviours – this list of examples is non exhaustive.
General behaviours which apply to all:

- Harassment: Any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim. The nine grounds are gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community.
- Physical aggression: pushing, shoving, punching, kicking, poking and tripping people, severe physical assaults 'mess fights' can sometimes be used as a disguise for physical harassment or inflicting pain.
- Taking or damaging property: damage to clothing, mobile phones, and school books etc, lockers. Scattering contents of school bags and pencil cases. Items of personal property defaced broken, stolen or hidden.
- Name calling.
- Slagging
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person.
- Offensive graffiti
- Extortion: demands for money, sometimes accompanied by threats. Students forced into theft of property for delivery to another.
- Intimidation: aggressive body language, aggressive or obscene language, facial expression which conveys aggression and/or dislike.
- Insulting or offensive gestures
- The 'look'
- Invasion of personal space
- A combination of any of the types listed.

Cyber Bullying:

- Denigration: Spreading rumours, lies or gossip to hurt a person's reputation
- Harassment: Continually sending vicious mean or disturbing messages, images, text, audio or videos
- Impersonation: Posting offensive or aggressive messages under another person's name, creating a fake email using another person's identity,
- Flaming: Using inflammatory or vulgar words to provoke an online fight
- Trickery: Fooling someone into sharing personal information which you then post online
- Outing: Posting or sharing confidential or compromising information or images
- Exclusion: Purposefully excluding someone from an online group
- Cyberstalking: Ongoing harassment and denigration that causes person considerable fear for his/her safety
- Silent telephone/mobile phone call
- Abusive telephone/mobile phone calls
- Abusive text messages
- Abusive email
- Abusive communication on social networks e.g. Facebook/Ask.fm/Twitter/You Tube or on games consoles
- Abusive website comments/Blogs/Pictures
- Abusive posts on any form of communication technology
- Approving (liking) a negative comment or post about another student.

Identity Based Behaviours

- Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender, including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the traveller community).

Homophobic and transgender:

- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation
- Name calling e.g. Gay, queer, lesbian...used in a derogatory manner
- Physical intimidation or attacks
- Threats

Race, nationality, ethnic background and membership of the Traveller Community

- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveler background
- Exclusion on the basis of any of the above

Relational

- This involves manipulating relationships as a means of bullying behaviours include:
- Malicious gossip, isolation and exclusion, ignoring, excluding from the group, taking someone's friends away, 'bitching', spreading rumours, breaking confidence, talking loud enough so that the victim can hear and giving the 'look'

Sexual

- Unwelcome or inappropriate sexual comments or touching
- Sexual Harassment any form of unwanted verbal non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

Special Educational Needs, Disability

- Name calling, taunting others because of their disability or learning needs, taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying, taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues, mimicking a person's disability, setting others up for ridicule.

HOMEWORK

REVIEWED AND ADOPTED BY BOARD OF MANAGMENT: SEPTEMBER 2015

Teachers at Confey College place great emphasis on homework and study. Homework allows each student to develop the skills and to learn the facts recently taught in class. Homework and study helps each student to build self-confidence and to develop organisational skills and self-discipline. They also give parents a chance to become involved in their son or daughter's education. Homework involves oral, aural and written work and is vital for examination success.

How much homework?

We believe that, on average, your child should be doing eight hours of homework each week during the First Year of Secondary Education. This should increase to approximately 15 to 18 hours per week in the student's Junior Certificate year. At Senior Cycle, 15 to 18 hours per week is essential during 5th year to ensure a good grounding for the Leaving Certificate examination. (We strongly recommend that students do not undertake part-time work during their senior cycle as this can adversely affect their performance in the Leaving Certificate Examination). During 6th year, as the examination gets nearer, students should be undertaking approximately 20 to 25 hours per week of homework and study. While this may seem considerable, it is important to note that the Leaving Certificate is a national examination taken by students throughout the country. The school provides supervised study for examination students in 3rd and 6th year to assist them in their preparations.

Parents, you can help by

- Explaining that you sometimes have to do extra work - at home or at work.
- Checking your daughter's/son's copies and showing an interest in their work.
- Checking your son's/daughter's Homework Journal and ensuring that you sign the Homework Journal each week.
- Ensuring that your daughter/son has a suitable place to do homework.
- Ensuring that your son/daughter has the proper books and equipment ready for each school day.

LEARNING SUPPORT

Reviewed and Adopted by Board of Management: September 2015

1. The needs of students with learning difficulties are the shared responsibilities of the whole teaching staff.
2. Teachers' cooperation is required to facilitate withdrawal of students from classes for learning support programmes.

Mission Statement

Caring learning support for students who have general or specific learning difficulties.

Aims

- To attempt to identify specific or general learning difficulties.
- To provide remedial assistance to students who have learning difficulties, especially in the areas of reading, reading comprehension, spelling, numeracy, literacy and language skills.
- To foster confidence and positive self image in students.
- To promote reading.
- To encourage good organisational skills in students with learning difficulties.
- To monitor remedial students' progress on an ongoing basis.
- To support subject teachers.
- To support year heads and tutors.
- To encourage contact and support from parents
- To liaise with the local primary school.
- To liaise with the NEPS Educational Psychologist and Department of Education.
- To ensure that necessary equipment is available for individual students to access curriculum, programmes and examinations.
- To liaise with external, relevant agencies dealing with students.

Objectives

- Testing of all students before they enter the school and during the first term of their first year.
- Developing the students' necessary basic skills through various remedial programmes.
- Providing reading programmes and attractive high interest/accessible reading materials.
- Providing students with individualised study programmes and 'required daily book lists' to aid their study and bag packing skills where necessary.
- Testing of students at the end of programmes to monitor progress, and to facilitate students' full integration back into mainstream classes where possible.
- Liaising with subject teachers on appropriate materials for students with learning difficulties and exchanging observations of students problems/progress..
- Teaching subject vocabulary.
- Offering an assessment service in cases where Year Heads feel a student may have an unidentified learning problem.

RELATIONSHIPS AND SEXUALITY EDUCATION

REVIEWED AND ADOPTED BY BOARD OF MANAGMENT: SEPTEMBER 2015

The Relationships and Sexuality Education programme (RSE) has been developed as part of a wider Social, Personal and Health Education (SPHE) which has been introduced as a subject in all second level schools (Circular M20/96 from the Department of Education, May 1996).

SPHE has been introduced in Confey College to give our students a more structured opportunity to develop the appropriate skills and competencies in these areas. This programme enables them to:

- learn more about themselves,
- to care for themselves and others, and
- To make informed decisions about their health, personal lives and social development.

In this way they will be better able to participate as active and responsible adults in the personal and social dimensions of society and to make responsible decisions which respect their own dignity and that of others.

Definition and Scope of RSE Programme

The programme will deal with three main themes:

- Human growth and development
- Human sexuality
- Human relationships.

It will be a spiral curriculum, which means that topics will be covered a number of times during the five year cycle. The depth that a topic will be dealt with will be age-appropriate and will increase each time the Student meets the topic. It is intended to offer the programme in mixed class groups with the opportunity of a question and answer session and single sexed setting. It is envisaged that the programme will be delivered in 6 x 20-minute sessions per year.

Parents will be given the option of withdrawing their child from the programme, should they so wish (opt out clause). Each parent will be given an opportunity to view the contents of the programme prior to its implementation.

The Policy Committee

The policy is being prepared by a committee drawn from the wider community of Confey College. The committee represents teaching staff, parents and management. The views of the students as expressed in their evaluations will also be considered by the committee.

Relationship of RSE to Curriculum and Co-Curriculum Activities

Many of our aims overlap with those of a number of curriculum and co-curricular activities e.g. Religion, Science, the SPH programme, Home Economics and PE. The RSE programme aims to complement these in a more structured way. The support of these wider areas of school life should help in the implementation of the RSE programme.

Aims of the RSE Programme

Within this wider context RSE has as its specific aims:

- To help our students understand and develop friendships and relationships
- To help an understanding of sexuality
- To promote a positive attitude to one's own sexuality and one's relationship with others
- To promote knowledge of and respect for reproductive processes
- To enable our students to develop responsible attitudes and values towards their sexuality in a moral, spiritual and social framework
- To address the needs of students in this specific locality
- To help develop the language and communicative skills to deal with the changes that are taking place at the onset of Puberty
- To develop respect and tolerance for differences between individuals and their uniqueness.

Objectives

RSE should help the students to:

- Acquire the understanding and skills necessary to form healthy friendships and relationships
- Develop a positive sense of self-awareness and the skills for building and maintaining self-esteem
- Become aware of the variety of ways in which individuals grow and change especially during adolescence and to develop and respect for differences between individuals
- Understand human physiology with special reference to the reproductive cycle, human fertility and sexually transmitted diseases

- Understand sexual development and identity and explore aspects of sexuality including sex roles, stereotyping, gender issues and cultural influences on sexuality
- Value family life and appreciate the responsibilities of parenthood
- Develop strategies for decisions and actions consistent with personal moral integrity and respect of the rights and dignity of others
- Develop skills for coping with peer pressure, conflict and threats to personal safety
- Counter-balance the inaccurate information received from peers and the unreal situations portrayed in the media.

CHAPLAINCY

REVIEWED AND ADOPTED BY BOARD OF MANAGMENT :SEPTEMBER 2015

The Chaplaincy Service within the schools provides a wide range of supports and services within the school community. These include:

Animating the spiritual life of the school community through:

- Meditation;
- Liturgies;
- Advent and Lenten classes;
- Class and small-group prayer services;
- Facilitating the celebrations of the Sacraments through the provision of classservices;
- Providing individual and group accompaniment and spiritual guidance in close cooperation with the staff that assist in the area of pastoral care.

The articulation and implementation of objectives and policies, including:

- The school ethos of Respect for All;
- The school's anti-bullying policy;
- The 'Buddy' system.

Supporting the Religious faculty of the school, particularly in the areas of:

- Resources;
- Guest speakers;
- Organising student Retreats and Days of Reflection.

Assisting those involved with students and their families who may be experiencing difficulties by:

- Working in close cooperation with Year Heads;
- Facilitating one-to-one interviews with students;
- Arranging, where appropriate, home visits;
- Attending funerals;
- Offering the Rainbows Programme to those experiencing separation or bereavement.

The Chaplaincy Service is also a resource and support for staff. The Chaplaincy also maintains a close link with the local church community, in particular the Parish Priest and Parish Team. In addition, the Chaplaincy strives to encourage student activities in the areas of Faith and Justice through student involvement with, for example, St. Vincent De Paul, Trocaire 24 Hour Fast, Amnesty International and the Chernobyl Appeal.

No matter what stage of life we are at, all of us need some kind of support. The Chaplaincy at Confey Community College provides an 'open door' policy where the school community can come and receive support in a confidential and safe way.

NETWORK & COMPUTER USE

REVIEWED AND ADOPTED BY BOARD OF MANAGMENT: SEPTEMBER 2015

These guidelines are an indication of expected behaviour and good practice when using the computing facilities at Confey Community College.

1. What you may use the College computer facilities for?

Computers are provided for College purposes or for school-related business. There is no objection to your making reasonable use for personal purposes, such as preparing CVs, providing you observe the following code.

- Don't waste materials, or waste time on the computers to the detriment of others.
- Don't send offensive, or unsolicited junk, or nuisance mail. Also remember mail might accidentally reach somebody for whom it was not intended.
- Your use must be lawful, honest and decent, and must have regard to the rights and sensitivities of other people. This means that any use that is obscene or with the intent of annoying or offending somebody else is forbidden.
- Don't use the school's computers for commercial gain.
- The law requires that you don't hold any information in electronic form about living persons unless you are registered to do so.
- Access to the internet is allowed under the supervision of a teacher or other appointed supervisor.
- Do not access materials (for example, internet sites) that contain obscene, illegal, hateful or otherwise objectionable materials. Where such materials are inadvertently accessed, you must report this immediately to a teacher or supervisor.

2. Respect Computer Facilities

- Please treat computer equipment with respect - it is there for your benefit.
- Please be considerate of other computer users - avoid excessive noise or other nuisance.
- No eating or drinking in the computer room.
- Don't run your own software on school computers or load software on to the computers' hard discs unless you have explicit permission to do so.
- Don't delete, disable or tamper with any software provided by the school.
- Don't tamper with the hardware or any network or power connections.

3. Using the Network

- Never attempt to gain access to an account (username or share) on another computer unless you have been given permission to do so. If you do you are breaking the law.
- Don't connect your own equipment to the network except in approved locations provided for that purpose.

4. Look After Your Usernames and Passwords

- It's your responsibility to keep your username secure. Never allow anyone else access to it. Keep your password secret;
- Don't leave a logged-in session unattended, even for a moment.
- Make sure you log out when you finish using the computer.
- Never use anyone else's account, with or without their permission.

5. Look After Your Data

- While every precaution is taken to ensure the reliability of the school's computing facilities, you are ultimately responsible for the security of your data. If you hold important data on a multi-access computer, you should not rely entirely on the school's back-up procedures. Wherever possible, keep an independent copy of your data.
- When you leave the school your usernames and share will be deleted. Any usernames provided for use on a particular course will be deleted at the end of the course. It is your responsibility to take a copy of anything you need before you finish.

7. Observe Copyright Restrictions

- Don't copy any software without permission. You should assume software is copyright unless you know otherwise.
- Don't copy any data without permission. This includes copying text or graphics - whether by using a scanner or by typing it in. The usual exceptions to copyright arrangements which allow you to photocopy parts of an article or book do not apply to the use of computers.

8. Rules and Discipline

- In addition to national and international legislation, you are bound by the Confey College Computer Use Policy and other relevant policies such as the Confey College Code of Discipline.

NETWORK & COMPUTER USE POLICY: FULL TEXT

RATIONALE

Confey Community College provides facilities whereby students and staff may utilize computer networks to enhance teaching and learning within the school.

Specific aims and objectives on Information and Communication Technology Education are outlined in the Confey Community College ICT Plan. General rules relating to acceptable behaviour in the school apply.

DISCLAIMER

While every effort will be made to provide an effective and efficient system, Confey College does not make any warranties of any kind that computer related technologies will be available to all users, or that this service will be without defect.

ACCESS

Access to Confey College network and computer systems is governed by generally accepted rules of use as well as the Confey College code of discipline. Alleged misuse of school systems by users will be treated with reference to the college's Code of discipline as well as to relevant national and international legislation.

Policies

1. The guidelines and restrictions outlined in this document apply generally to all users of the school systems. In certain instances, it will be necessary to refer to specific user groups, such as students, teaching staff, administrative staff and ancillary staff. Other users that may be referred to include tutors and students engaged in training and educational programmes held in the school as well parental organizations.
2. The network is provided for users to conduct research and communicate with others. Access is a privilege and is therefore to be used for educational and school related affairs only. Passwords may not be revealed or shared with others.
3. Users are expected to abide by generally accepted rules of network etiquette, and to conduct themselves in a responsible, ethical, and polite manner while online.
4. Users are not permitted to use computing resources for personal gain or commercial purposes, purchasing products or services, product advertising, political lobbying, or political campaigning.
5. Users are not permitted to transmit, receive, submit, or publish any defamatory, prejudicial, discriminatory, abusive, obscene, profane, sexually oriented, threatening, offensive, or illegal material. Users should not knowingly transmit, submit, or publish inaccurate material.
6. Vandalism is prohibited. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the computer system, or any agencies or other networks that are connected to the computer system. This includes but is not limited to the uploading or creation of computer viruses.
7. Physical or electronic tampering with computer resources is not permitted. Intentionally damaging computers, computer systems, or computer networks will result in cancellation of privileges and/or further disciplinary action. Replacement costs will be sought in all incidents.
8. Users must respect all copyright laws that protect software owners, artists, and writers. Plagiarism in any form will not be tolerated.
9. Security on any computer system is a high priority, especially when the system involves many users. If you think you can identify a security problem in the school computers, network, or Internet connection, you must notify a system administrator. Using another user's password or trespassing in another users folders, work, or files without written permission is prohibited. Attempts to log onto the Internet or computer system as someone else may result in cancellation of user privileges.
10. Confey College makes no warranties of any kind, whether expressed or implied, for the service it is providing. We assume no responsibility or liability for any phone charges, line costs, or usage fees, nor for any damages a user may suffer. This includes loss of data resulting from system upgrades, delays, non-deliveries, or service interruptions caused by accident, errors or omissions. Use of any information obtained via the Internet is at your own risk. The school specifically denies any responsibility for the accuracy or quality of information obtained through its services.
11. All Confey College electronic computer systems are provided for the primary purpose of conducting official school business; they are not intended for personal use by employees of Confey College, and employees should have no expectation of privacy when using them. The College retains the right to review, store and disclose all information accessed and/or stored from computer systems for any legally permissible reason, including but not limited to determining whether the information is a public record; determining whether it contains information discoverable in litigation; and accessing school information in an employee's absence. People who operate the system may review files and messages to maintain system integrity and ensure that users are using the system responsibly. Messages relating to or in support of illegal activities may be reported to the authorities. Even though

files may be protected by passwords, such passwords do not prevent systems administrators and other authorised administrators from accessing messages and files for legitimate purposes.

12. No modifications or additions may be made to the College Web Site without the express permission of the system administrator and Principal/Deputy Principal.

Web pages or transmissions of any style, size or format may not be uploaded onto the World Wide Web (www) without prior consent from the Principal/Deputy Principal.

INFORMATION & COMMUNICATIONS TECHNOLOGY

REVIEWED AND ADOPTED BY BOARD OF MANAGEMENT: SEPTEMBER 2015

Outlined below are key extracts from the school's Information & Communication Technology (ICT) Plan. This plan guides school development and implementation of education in the computing and information technology areas. The full plan has been submitted to the National Centre for Technology Education (NCTE) and contains the aims and objects for ICT education which guide school involvement in projects at school, local and national level.

ICT MISSION STATEMENT

The provision of an ICT centre of excellence to educate our students and the community.

AIMS AND OBJECTIVES

The rationale for ICT education at Confey College is underpinned by six key aims. These aims are:

- To establish minimum standards of skill acquisition and experience in the use of ICT for all students.
- To prepare students to work with ICT in industry, further education and adult life.
- To encourage the use of ICT as a learning tool within a wide range of subjects on the school curriculum.
- To use ICT to improve planning and administration in the school
- To identify and address incareer development needs for the staff in the area of ICT.
- To promote the school as a centre of excellence for community and adult education in ICT.

The achievement of each of these aims requires individual treatment within the school's ICT Plan.

Aim 1: To establish minimum standards of skill acquisition and experience in the use of ICT for all students.

The study of basic ICT applications can be justified as an important discipline in its own right. The study of the fundamentals of computer software and hardware is both intellectually stimulating and demanding. Students will be encouraged to develop a range of skills through their use of standard application packages. Encouraging the responsible use of new technologies is an important aspect of the programme. Information and Communications Technology encompasses a recognised body of knowledge. We consider this knowledge to be an important and useful addition to the school curriculum. In achieving this aim a number of specific objectives are outlined.

- Ensuring students are timetabled for ICT/Computer Studies.
- Establishing IT as a full option on the school timetable (4 classes a week at junior cycle)
- Familiarising students with software applications, including new and emerging applications.
- Formalising the recognition of computers by way of establishment of recognised certification procedures.
- Promoting ICT-related extra curricular activities such as a computer club, a web page project and facilitating internet access outside normal school hours.
- Promoting the responsible and ethical use of ICT for both now and for the future.

Aim 2: To prepare students to work with ICT in industry, further education and adult life.

Information and Communication Technologies are central to manufacturing and service industries therefore they will form an integral part of a student's employment training and/or higher education. Developments in the ICT area will impact on the day-to-day activities of students. It is therefore increasingly important that students are familiar with these developments and their associated implications at personal as well as local, national and international contexts.

In achieving this aim a number of specific objectives are outlined.

- Familiarising students with software applications, including new and emerging applications.
- Establishing formal links with industry to ensure familiarity with developments in both hardware and software.
- Inviting guest speakers from industry, the community and institutions of higher and further education to address students
- Put in place structures to facilitate students wishing to undertake work experience in the technological sector.
- Promoting the responsible and ethical use of ICT for both now and for the future.

Aim 3: To encourage the use of ICT as a learning tool within a wide range of subjects on the school curriculum.

It is our belief that ICTs can enhance the quality of learning in the school. These technologies can help to present learning material in a stimulating way; they allow the student, in conjunction with the class teacher, to control pace of learning; they expose students to learning materials presented via different mediums.

ICTs are of particular importance to students with special needs and can play an important role in overcoming barriers to learning such as spelling and reading difficulties. In achieving this aim a number of specific objectives are outlined.

- Investigating the available and suitability of software for use in a range of school subjects.
- Training teachers and students to use subject-specific software.
- Establishing links to other schools with a view to promoting the development of 'best practice' at Confey College.
- Purchasing sample software to allow teachers to assess the appropriateness on individual software packages.

Aim 4: To identify and address incareer development needs for the staff in the area of Information and Communication Technologies.

The ability of all teachers to use ICTs in their teaching is essential to the plan. ICT can enhance the quality of learning in school. Not only can ICT enhance the presentation of subject material, it can also improve record keeping of student work and progress. In addition, ICT can be a powerful research tool and assist in the development of teaching and learning materials appropriate to individual learners. Information and Communication Technologies are also considered to be an important element in the ongoing incareer professional development of teachers.

In achieving this aim a number of specific objectives are outlined.

- Research teacher needs in the area of ICT with specific regard to their individual subject areas.
- Undertaking a survey of current teacher familiarity with ICT and to assess their preparedness to use ICT in the classroom.
- Establish structures and procedures whereby teacher use of ICT in their teaching is promoted, monitored and evaluated.
- Identifying appropriate sources of information on suitable software for schools and to prepare a catalogue of available resources
- Develop a teacher-training programme for ICT which will be included in the school incareer development plan.
- Establish formal and informal collegial relationships between teachers in the school with a view to promoting skill development in areas identified by staff members.

Aim 5: To use ICT to improve educational planning and administration in the school

Increasingly, administrative tasks such as timetabling, record keeping and student -tracking are ICT based. In addition, the restructuring of in-school management, with the designation of Special Duties Teachers and Assistant Principals, together with Deputy Principal and Principal, mean that administrative responsibilities are spread throughout a greater proportion of the teaching staff. Such administrative tasks have the ultimate purpose of ensuring effective teaching and learning within the school.

In achieving this aim a number of specific objectives are outlined.

- Evaluating, purchasing and, where appropriate, developing suitable software necessary to improve timetabling, record keeping and student tracking.
- Purchase hardware in sufficient quantities and of adequate specification to enable the administration software to be used effectively.
- Establishing and maintaining an administration network in the school.
- Establishing and maintaining a database of student records dealing with matters such as academic performance, punctuality and attendance.
- Identifying training needs specific to the deployment and use of such software.
- Establishing links with other schools to develop an approach to the promotion of 'best practice' in the areas of school planning, timetabling and administration.
- Ensuring that school practices with regard to all aspects of ICT are compliant with legal requirements as well as health and safety requirements.

Aim 6: To promote the school as a centre for community and adult education in ICT

As well as being the primary conduit for student learning in ICT, the school has a role in providing serves for the wider community with regard to ICT training and education. From this perspective, it is a goal of Confey College to establish and promote itself as a centre for adult and community education in the ICT area. Such training and education will be available to individuals as well s corporations and organisations as necessary.

In achieving this aim a number of specific objectives are outlined.

- Identifying teachers within the school with necessary experience to design and deliver ICT education programmes for adult and community needs.
- Liaise with community organisations and local industry to identify needs in the area of ICT training.
- Working with County Kildare Wicklow ETB to develop and promote adult and community education.

ICT STEERING COMMITTEE & SCHOOL STAFF

The preparation of the ICT plan involves a significant number of key personnel both within and without the school. The document itself is to be regarded as being a representation of a cyclical process of development, implementation, evaluation and re-development. Consequently, while the document is a key reference point in the development of ICT at Confey College, the programmes and initiatives embodied therein are not static.

An immediate need is to finalise the composition of the ICT Steering Committee and to put in pace a timetable of work for this committee. A key task for the group will be to co-ordinate moving the ICT plan from the 'draft' stage towards the 'planning and implementation' stage. In conjunction with the ICT Steering Committee, there is a key role for school staff in planning and implementing ICT initiatives. Issues such as student certification, protocols for the use of computer rooms, regularising Internet access and ways in which ICT can be used to enhance the school curriculum are areas of immediate concern.

Review of current and past ICT initiatives

A key undertaking in the implementation of the ICT plan will be to carry out an audit or survey of initiatives, past and present in the area of Information & Communication technologies. Key initiatives for review will include:

ICT as an optional subject on the curriculum

- Students may study ICT as an optional subject for 4 periods per week at Junior Cycle.

ICT in the context of individual school subjects

- Specialist subjects such as Construction Studies, Engineering, Technology, Materials Technology (Wood) and Metalwork use specialised software in areas such as CAD and CAM. Other subjects such as languages also avail of specialised software to enhance teaching and learning.

ICT for students with special needs

- Special needs students are given access to software designed to cater for a range of learning difficulties.
- Leaving Certificate Vocational Programme and the Transition Year Option
- Specific course requirements in the ICT area for the Leaving Certificate Vocational Programme are catered for. Requirements for the Transition Year Option, such as the preparation of reports, curricula vitae, letters of application and desktop publishing, are also catered for.

Adult and Community Education

- A number of Adult Evening Course in ICT for beginning and intermediate learners have been developed and implemented.
- International Year of Older Persons
- Transition Year students are involved with a community project under the aegis of the United Nations International Year of Older Persons. This project will introduce older persons in the community to ICT skills such as accessing the Internet and word-processing. Interviews with older persons in the Leixlip area have already been conducted on the topic of their experiences at school.

PUBLISHING STUDENT WORK & IMAGES ON THE WEB

REVIEWED AND ADOPTED BY BOARD OF MANAGMENT: SEPTEMBER 2015

Confey College publishes student work and images to create awareness of school activities, learning and successes. Student work and images are used on the school website, school publications, and local/national media. The following guidelines will be employed in relation to the publication of student content and images on the school website.

Guidelines on Publishing Student Work and Images on the School Website

- Students will be given the opportunity to publish projects, artwork or school work on the World Wide Web in accordance with clear policies and approval processes regarding the content that can be loaded to the school's website
- The school website will be regularly checked to ensure that there is no content that compromises the safety of students or staff.
- The publication of student work will be co-ordinated by a teacher.
- Students' work will appear in an educational context on Web pages with a copyright notice prohibiting the copying of such work without express written permission.
- When appropriate, digital photographs, audio or video clips of students will be featured on the school website.
- The student's name and class may accompany the photo.
- All other personal student information including home address and contact details will be omitted from school web pages.
- Students will continue to own the copyright on any work published.

Promotional Material

- Student work and images of students may be used in school publications to promote the school eg school newsletters, annual report etc
- When appropriate images will be published in local and national newspapers and media.

Permission Form

The permission form for this policy will be included in the school journal. Parents and students will confirm their consent at the start of each year.

IPAD ACCEPTABLE USAGE POLICY

ADOPTED BY BOARD OF MANAGMENT: SEPTEMBER 2015

Introduction

We acknowledge the support of our parents in the iPad initiative. We anticipate this support will continue and that this initiative will enhance teaching and learning for all participating students.

This policy must be read in conjunction with the Confey College Internet and Communication Technology Acceptable Use Policy (ICT AUP) and Code of Behaviour.

Equipment

Parents are responsible for purchasing the iPad and apps for their son/daughter. Parents are also responsible for the safe-keeping, repair and insurance of their son/daughter's iPad. Parents retain ownership and possession of the iPad and agree to grant to teachers and school management the right to collect and/or inspect and/or confiscate (for a limited period) the iPad at any time and the right to alter, add or delete installed software or hardware. Usage, within the school is a privilege and not a right. Students may lose their right to use the iPad and to have it in their possession if they abuse their responsibilities and breach this Policy, the school's AUP.

Substitution of Equipment

In the event that a student's iPad is inoperable, the school will try to provide a spare iPad for use while the student's iPad is repaired or replaced. This agreement remains in effect for the substitute iPad. However, only one substitute iPad will be provided to a student at any one time. If a student damages, forgets to bring this replacement iPad to school, or comes to school with it uncharged, a substitute will not be provided.

Damage or Loss of Equipment

Students must report any damage or loss to either the Year Head, the Principal and or Deputy Principal, who will determine necessary action. All iPads are covered by a manufacturer's warranty of one year. The warranty covers manufacturer's defects. If an iPad is lost or damaged by neglect or misuse it is the family's financial responsibility to replace the iPad. If an iPad is damaged, the school will work with the student and supplier to resolve any warranty issues.

Student Responsibilities:

- Arrive to school each day with a fully charged iPad.
- Keep your iPad within its protective case.
- Always store your iPads in your designated locker outside of classtime. Specific permission will be given by your teachers if your are allowed to use your iPads outside classtime.
- Use of the camera and internet is only when you have permission from your teacher.
- At the start of the school day all non-school Apps and websites should be closed and deleted from history. Do not download any Apps that may harm your iPad or other systems.
- Notifications should be switched off on the iPads (set "Do Not Disturb" to On).
- iCloud should be turned on so your data is backed up. Find My iPad should be On in case your iPad goes missing.
- Do not let anyone use the iPad other than your teachers and parents.
- Report any problems, damage or theft immediately to either the Year Head or Principal or Deputy Principal.
- Report any issues and interference created by any other student because of iPad possession, use or ownership immediately to either the Year Head or Principal or Deputy Principal.

Parental Responsibilities:

- Parents should inspect the iPad each evening to ensure that it is in good working order.
- Parents should report, immediately, any damage, interference or issues relating to ownership, possession or use of the iPad to school management.
- Parents should inspect the iPad and the installed Apps on a regular basis to ensure that there is no inappropriate material.

School's Responsibilities:

- To enforce this Policy, the AUP, the Code of Behaviour and School Rules.
- To make every effort to ensure quiet use and enjoyment of the iPad by all students.
- To provide a locker for safe storage for all students who use an iPad.
- To provide a safe storage area for students who use iPads during breaks and when they are on tours, trips or activities.
- School will make every effort to resolve any reported issues relating to ownership, possession or use of the iPad.

Restricted Use and Confiscation

Students who breach this Policy and/or the AUP and/or any reasonable standards of user of the iPad will be subject to sanction. An iPad may also be confiscated for a limited period because of misuse either by the student or any other student. Reasons for placing a student on Restrictive Use and or confiscation include, but are not limited to the following:

- Excessive damage
- Loss
- Non-acceptance and/or compliance with this policy and the AUP.
- Inappropriate use of any App which includes the camera.
- Inappropriate, inaccurate, defamatory, obscene, or illegal material found on iPad.
- Violating standards for Personal iPad Care.
- Failing to co-operate with school's investigations of iPad misuse.
- Repeated failure to bring iPad to class.

During the confiscation period text books will be supplied in lieu of the student's iPad.

Standards for Personal iPad Care

General Care

- Keep the equipment clean. For example, do not eat or drink while using the iPad.
- No graffiti or stickers on the iPad or cover.
- Students may not permanently alter iPad in any way.
- Students may not remove any serial numbers, identification or school labels placed on the iPad.

Carrying the iPad

- Transport the iPad in the iPad case and school bag when travelling to and from school and during the school day.
- Leave the iPad in locker when not in use.

Screen Care

- Clean the screen with a soft, dry anti-static cloth or with a screen cleaner designed specifically for LCD type screens only.
- Cover – Screen Cover prevents against scratches.

Personal Health & Safety

- Avoid extended use of the iPad while resting directly on your lap. The bottom of the iPad can generate significant heat.
- Take frequent breaks when using the iPad for long periods of time. Look away from the iPad approximately every fifteen minutes.
- Do not provide your personal information to anyone over the Internet.
- Do not share your passwords with anyone.
- Keep the iPad in a secure location when it is not at school.

CONFY COLLEGE iPad ACCEPTABLE USE POLICY

We have read and understand the iPad Policy document and the School's Internet and Communication Technology Acceptable Use Policy (AUP) and hereby agree to the terms of this Policy and the AUP.

We grant to the school authorities the right to inspect our son/daughter's iPad and its Apps/Programmes and in exceptional circumstances to confiscate it for a limited period because of misuse by either our son/daughter or any other student.

We hereby agree and give permission to the school authorities to delete inappropriate material from our son/daughter's iPad and to prevent/block the installation of certain Apps.

We agree to be bound by the terms of this Policy, the School's AUP and the School's Code of Behaviour and Rules as they apply to ownership, possession and use of the iPad and its installed Apps.

Signature of Student: _____

Signature of Parent/Guardian(s): _____

Date: _____

GUIDANCE & COUNSELLING

REVIEWED AND ADOPTED BY BOARD OF MANAGMENT: SEPTEMBER 2015

Careers: Aims

To provide a programme for third year students and their parents as an aid to making appropriate subject choices for senior cycle.

To provide continuous career information during fifth year including administration of differential aptitude tests.

Continuation of this programme in sixth year with a view to choices to be made at the end of this year. Some essential elements of the sixth year programme are:

- o Meetings with parents to outline the options available;
- o Individual meetings with each sixth year student;
- o Provision of a How To Study course.
- o Follow up with Students when exam results and C.A.O. offers are sent out.

Counselling: Aims

Working with First Years to help settle them into the school. This will include a discussion on the subject of bullying and how they should deal with it, and how we will deal with it if we are made aware of it.

Follow up with consultation with teachers and year-head on matters of adjustment academic progress, behaviour and socialisation.

Addressing the concerns of teachers, tutors, Year-Heads, management, parents and other students regarding concerns arising in relation to individual students in all year groups.

Some specific areas commonly worked with:

- o Bullying conflict resolution
- o Students suffering a personal crisis
- o Work on self- esteem or poor social skills
- o Behaviour problems- deviance.

LEAVING CERTIFICATE APPLIED POLICY

REVIEWED AND ADOPTED BY BOARD OF MANAGMENT: SEPTEMBER 2015

Introduction

The Leaving Certificate Applied programme (LCA) is a two-year programme designed to prepare students for adult life and future employment. It is a self-contained programme that focuses on promoting and rewarding student achievement.

The programme provides students with opportunities to develop new skills and talents in areas such as self-directed learning, responsibility, communication and self-esteem. The LCA takes a significantly different approach, when compared to the traditional Leaving Certificate examination, to student assessment. Overall, it is a creative and innovative programme, both in terms of student learning and teaching methodologies.

At Confey College, the LCA was introduced in 2003. The programme complements other senior cycle programmes such as the traditional Leaving Certificate, the Leaving Certificate Vocational Programme, and the Transition Year Programme. In essence, the LCA was introduced to cater for students who, having completed the Junior Certificate Examination would benefit from a programme with a teaching and assessment structure different from the traditional Leaving Certificate. In some circumstances, a student who has completed the Junior Certificate examination and who has also completed the Transition Year programme may also apply to participate in the LCA.

Participation in the Leaving Certificate Applied: General Principles

- The Principal of Confey College will appoint an LCA programme coordinator. The coordinator, in conjunction with other members of staff as nominated by the Principal, will assess the suitability of students to participate in the LCA programme.
- The LCA coordinator will, in collaboration with teachers, Year Heads, Principal/Deputy Principal, and other Programme Coordinators, identify students who, based on progress made at Junior Cycle, may be suitable for participation in the LCA. Where, on foot of this review process, candidates for whom the LCA is deemed suitable are identified, parents will be consulted to ensure that the educational needs of their son or daughter are addressed.
- Applications from students to participate in the LCA from students who have completed the Junior Certificate examination at Confey College will be given priority. Students from Confey College who have completed the Junior Certificate examination and the Transition Year Programme may also apply.
- Prior to the start of the application process, information on the LCA will be made available to parents and students before the end of the school year preceding entry to the LCA.
- Students may be required to attend for interview before their application for participation in the programme is assessed. The interview may be conducted by the LCA coordinator and one other member of staff who has expertise in the LCA.
- The number of students participating in the programme is limited to 16. In exceptional circumstances, the Principal may increase this number.
- The LCA curriculum is based on a number of modules and vocational specialisms. While every effort will be made to provide subject areas suited to student preferences and abilities, availability of modules and specialisms will be dictated by available resources.
- Work Experience is a central aspect of the LCAP. Over the two years of the programme students do four modules of work experience, each module lasting two weeks. With the assistance of the career guidance teacher and work experience coordinator, students are expected to organise their own work placement. For assessment purposes there are eight credits available for work experience to the LCA students. For further details consult "Work Experience Policy".
- The nature of the LCA is such that students are expected to be self directed in their learning. They are expected to be committed to their own learning and to the overall learning of the group.
- Meeting deadlines is essential to the success of the LCA programme. Students are therefore expected to learn how to meet deadlines and achieve targets as set out in the guidelines of the programme, by their teachers and by themselves.
- For assessment purposes LCA students must have 90% attendance for each subject.
- Students enrolling on the LCA programme are required to enter into a contractual commitment to fulfil the requirements of the programme and adhere to school policies.

Applications for the Leaving Certificate Applied Programme will not be accepted after 1st June unless there are places available and the principal believes the student will make a positive contribution to the course.

TRANSITION YEAR POLICY

REVIEWED AND ADOPTED BY BOARD OF MANAGEMENT: 18TH SEPTEMBER 2013

Introduction

The Transition Year Programme is an optional one-year programme provided in Confey College between the Junior Cycle and the Leaving Certificate. Following the more structured and prescriptive learning experience of the Junior Cycle, the Transition Year is an opportunity to take stock, to explore new and different ways of learning, to expand the learning environment beyond the school walls into the wider community and the world of work, and to lay a secure foundation for more mature decision making with regard to the Leaving Certificate and all that follows in the future.

Aims

- To give students space and time to mature, learn, and develop without the pressure of the Leaving Certificate.
- To enable students to take responsibility for their own learning.
- To improve students' study and research skills.
- To provide a solid foundation for Leaving Cert courses
- To experience the world of work
- To create social awareness and encourage community involvement.

Programme Content

Subjects

Core subjects are English, Irish, Maths, French/German, Science, History, Geography, Business Studies, RE, Computer Studies, Career Guidance, Physical Education, Computers.

Subject Sampling includes Home Economics, Construction Studies, Art, Geography, Engineering. The subjects on offer for sampling purposes may vary from year to year.

Other Transition Year Activities

- | | |
|--|---|
| <input type="checkbox"/> Work Experience- students complete 2 modules of work experience, each module comprises 2 weeks in term one and term two respectively. Full details of guidelines and procedures for work experience are outlined in the Confey College Work Experience Policy | <input type="checkbox"/> Gaisce President's Awards Scheme |
| <input type="checkbox"/> Self Defence | <input type="checkbox"/> Film and Media Studies |
| <input type="checkbox"/> Mini Company- forms part of Business Studies Programme | <input type="checkbox"/> Outdoor Education Course |
| | <input type="checkbox"/> Workshops in school and visiting speakers |
| | <input type="checkbox"/> Public Access to Law course |
| | <input type="checkbox"/> Experience of Driving |
| | <input type="checkbox"/> Charity Work for various organisations |
| | <input type="checkbox"/> Transition Year Graduation and Awards Ceremony |

Application Procedure for Transition Year

- An information session on the Transition Year programme is provided by the TY Co-ordinator for all Third Year students and a parent information session is also presented to Third Year Parents.
- All students wishing to apply for a place in Transition Year must complete an application form signed by parent/guardian. Forms should be submitted to the TY co-ordinator on or before the deadline date for submission.
- Late applications may not be considered or may be placed on a waiting list.
- Priority will be given to students who have completed their Junior Cycle Programme in Confey College.
- The TY Co-ordinator, relevant Year heads, Guidance Counsellor and Deputy Principal/Principal will review the applications.

Selection Criteria

Consideration for a place in Transition Year may be given on the basis of:

- the applicant's age
- discipline record
- attendance record

- applicant's general motivation and commitment to curricular and extra-curricular activities
- pastoral need- recommendation by class tutor/year head/guidance counsellor
- an interview may constitute a part of the selection procedure

Offer & Acceptance of a Place in Transition Year

- Successful applicants will be notified by the Transition Year Co-ordinator
- Acceptance of place is conditional on successful applicants returning their acceptance of place forms and payment of the first instalment of the Transition Year Programme fees. Acceptance forms must be signed by the parent/guardian.
- A contract of learning must also be signed by the applicant and the parent/guardian and returned to the TY Co-Ordinator
- An information meeting will be held for all students who have accepted places in Transition Year

Number of Places in Transition Year

In any given year resources may be limited and it may not be possible to facilitate all students who have applied for Transition Year. In such circumstances, the following limits and criteria may apply:

- A maximum of 24/48/72 students per year – a maximum of 24 in each class.
- Students will have to have displayed reasonable willingness and capability to follow programmes that allow varying levels of supervision and will have to have a proven record of co-operation with the school Code of Behaviour and policies.
- Where demand exceeds the number of places and all things being equal young students get priority or a Lottery may be held for all eligible students.

TY Programme Fees

Due to the large number of educational trips, workshops in the school and outdoor education trips there is a fee for the Transition Year Programme.

- Fee is payable in two instalments (a) first instalment on acceptance of place in TY (b) second instalment to be paid in term one of Transition Year.
- If there are difficulties with payment, alternative arrangements for payment may be considered in consultation with TY Co-Ordinator/Deputy Principal/Principal

Class Groups

Students will be assigned to a class group at the beginning of Transition Year. If there is more than one Transition Year class group, students are required to stay in assigned class group. Movement to another class group is only facilitated in exceptional circumstances and can only occur in consultation with Principal/Deputy Principal, Year Head, TY Co-ordinator and Guidance Counsellor.

Removing a Student from the Transition Year Programme

It is important for the quality of the educational experiences offered to students in Transition Year that each student adheres to the terms of the Contract of Learning signed on acceptance of place in Transition Year. The Principal may remove a student from the Transition Year programme if:

- behaviour is in breach of the terms of the Contract of Learning
- behaviour is impeding the learning/experiences of other students on the programme

A decision by the Principal to remove a student from the programme may be appealed to the Board of Management by writing to the Secretary, Board of Management, Confey College.

Homework

Homework in Transition Year may involve some of the following:

- | | |
|---|---|
| <input type="checkbox"/> Projects- individual and group | <input type="checkbox"/> Interviews with members of local community |
| <input type="checkbox"/> Questionnaires | <input type="checkbox"/> Essays |
| <input type="checkbox"/> Research in library or on the Internet | <input type="checkbox"/> Journal Keeping and Diaries |
| | <input type="checkbox"/> Reports |

■ ■ ■ ■ ■

Assessment in Transition Year

‘Assessment should be an integral part of the learning process in Transition Year, not separate from it’. (D.E.S. Guidelines). Students in Transition Year may be assessed using a variety of methods:

- | | |
|---|--|
| <input type="checkbox"/> Oral/aural assessment | <input type="checkbox"/> Portfolio assessment and interview- Each student is required to compile a portfolio of his/her work undertaken throughout the year. This builds into a valuable record of activities undertaken and lessons learned. This collection will be made up of written accounts, various recordings including songs or films produced as well as pictures of the various activities being undertaken. Interviews are held at the end of Transition Year. |
| <input type="checkbox"/> Project work | |
| <input type="checkbox"/> Self-assessment | |
| <input type="checkbox"/> Peer-assessment | |
| <input type="checkbox"/> Written/practical class tests | |
| <input type="checkbox"/> Christmas and Summer examinations in core subjects | |

Certification

Students in Transition Year receive the following certification on completion of the programme:

- Department of Education and Science official Transition Year Certificate
- Portfolio of official certificates of skills and achievements acquired during Transition Year (Public Access to Law, Self Defence etc.)
- School certificates awarding excellence in academic and non-academic areas
- Pass/Merit/Distinction Certificate for Portfolio of work and interview
- End of Year report for Parents

WORK EXPERIENCE POLICY

REVIEWED AND ADOPTED BY BOARD OF MANAGMENT: SEPTEMBER 2015

Work experience is a central aspect of the Leaving Certificate Applied Programme involving a range of learning experiences related to the world of work. Over the two years of the programme students do 4 modules of work experience, each module lasting two weeks.

With the assistance of the Career Guidance Teacher and the Work Experience Co ordinator students are expected to plan and organise their own work placement.

To maximise the value of work experience parents and students are asked to consider the following:

Dates of work experience are given to students in May preceding commencement of the LCA Programme. It is important that students make contact with prospective employers early to secure a suitable placement.

The work placement should be in an area in which the student is genuinely interested.

The work placement should not be in an area in which he/she may currently have part time paid work.

Students should consider career possibilities in the area of the work placement.

For assessment purposes there are eight credits available for work experience to LCA students over the two years. It is also incorporated into the oral component of the final examination in English and Communication.

Students on work experience are monitored by a member of the teaching staff by either a telephone call and/or a visit.

At the end of work experience employers are required to fill in a written report on the LCA student.

Students are required to keep a diary detailing their experiences while on work placement.

On return to school students have a debriefing interview with the work experience co ordinator.

Should any difficulties arise while on work placement direct contact should be made with the work experience co ordinator.