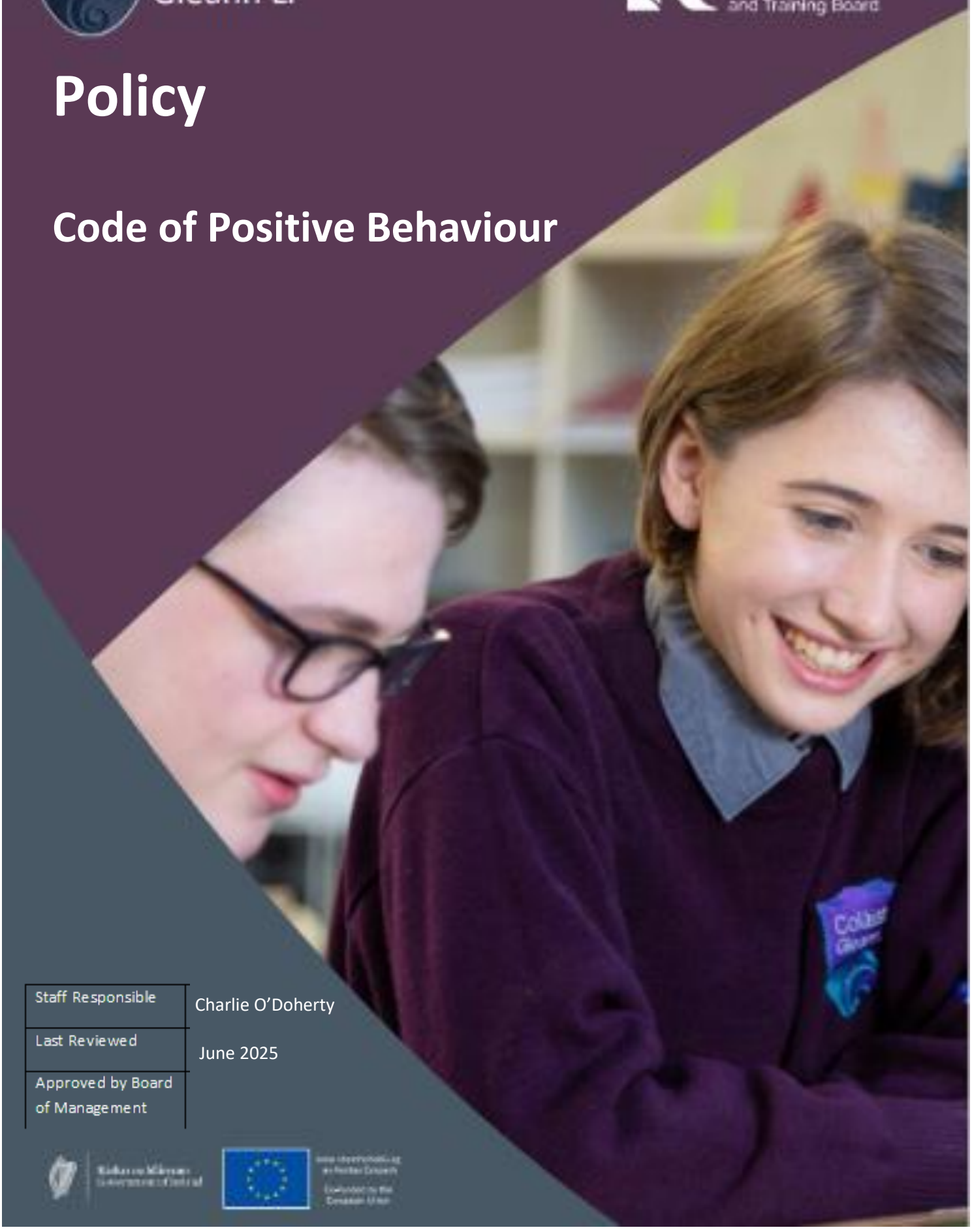
Coláiste Gleann Lí

Bord Oideachais agus Oiliúna Chiarraí
Kerry Education and Training Board

Policy

Code of Positive Behaviour

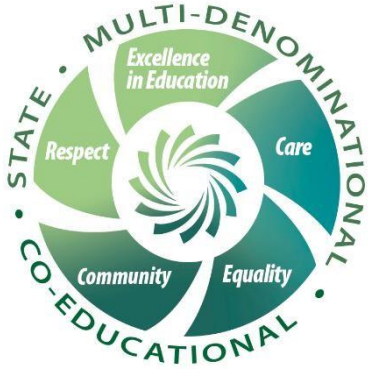


Staff Responsible	Charlie O'Doherty
Last Reviewed	June 2025
Approved by Board of Management	

Coláiste Gleann Lí was established in 2014 and was formerly known as Tralee Community College. It is located in Clash Road Tralee and is under the patronage of Kerry Education and Training Board. Coláiste Gleann Lí is a multicultural, multi-denominational, coeducational post primary school where all members of the school community are valued irrespective of age, gender, academic ability, class or creed. Coláiste Gleann Lí staff will endeavour to provide a quality post-primary education open to all students in the community combining instruction in academic, artistic and technological subjects delivered in a caring and motivational environment

Coláiste Gleann Lí is a state, co-educational, multi-denominational schools underpinned by the core values of:

- Excellence in Education
- Care
- Equality
- Community
- Respect



As the state provider of education, the ETB sector defines a 'multidenominational' school in the following way:

In ETB schools, all students are given equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our schools strive to provide all students with equal opportunities to engage with the curriculum and school life. In all aspects of school life all members of our school communities are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

Our school provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our school promote a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, Parent/ Guardians and staff. We prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values.

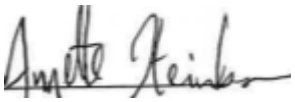
Students of all religions and beliefs are treated equally. The school environment and activities do not privilege any particular group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

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Ratified by the Board of Management: 18/08/2025

Signed  Date 18/08/2025

(Chairperson)

Signed  Date 18/08/2025

(Principal)

Rationale

Coláiste Gleann Lí is a Positive Behaviour School. We see the value in promoting and fostering positive behaviour and in supporting our students to reach their full potential by implementing positive support systems and structures.

Many people work together in our school each day and therefore a high level of courtesy and consideration for others is necessary. Our code is one that is based on the recognition of the student as an individual and yet endeavours to create an environment in which the welfare of all is protected.

The Code of Positive Behaviour is the set of programmes, practices and procedures that together form the school's approach to help students in the school behave well and learn well.

This Code of Positive Behaviour has been devised by the staff of Coláiste Gleann Lí in consultation with the members of the Board of Management, Students and Parents Council. It was devised during the 2023/24 school year using *Developing a Code of Behaviour: Guidelines for Schools* issued by the National Education Welfare Board.

Mission Statement

Coláiste Gleann Lí is a multicultural, multi-denominational, co-educational post-primary school where all members of the school community are valued.

Coláiste Gleann Lí staff will endeavour to provide a quality post-primary education open to all students in the community combining instruction in academic, artistic and technological subjects delivered in a caring and motivational environment.

In Coláiste Gleann Lí the staff members are committed to using the latest technology to prepare the students for today's and tomorrow's world.

Our vision for relationships.

We expect respectful behaviour towards every person in Coláiste Gleann Lí irrespective of age, gender, disability, family status, civil status, race, nationality, cultural background, religious beliefs, and sexual orientation.

The expectations for students, staff and parents and how they will treat each other

Common Courtesies

Staff will have a common approach towards modelling respectful behaviour both inside and outside the classroom. Common courtesies will be explained to all students. Which include:

- how to meet and greet staff, fellow students etc
- how to enter a room correctly,
- how to ask for permission to leave the room
- how to greet visitors to the school
- how to behave in corridors
- canteen areas, school grounds
- on trips and on school outings

Communications

Inside and outside of the classroom, communicating effectively means actively listening without interrupting, as well as speaking in a quiet, respectful manner.

- English will be the spoken language of the classroom and corridors (apart from in French and Irish class)
- Teachers may allow the use of students' first language in certain circumstances.

Classroom Expectations



How students, staff and parents can help to promote a positive school.

Positive School:

We in Coláiste Gleann Lí believe that mutual respect is the key to achieving a happy safe, co-operative working and learning environment which is positive to all involved. We should build positive relationships with each other. This includes all stakeholders: caretakers, caterers, classroom assistants, cleaning staff, ground staff, management, office staff, students, Special Needs Assistants, teachers and visitors. Everyone has a role to play in the development of positive relationships and a respectful, friendly and welcoming attitude helps.

Roles and responsibilities of the major stakeholders in the education process.

Role of the Principal:

The Principal shall control the internal organisation, management and discipline of the school; he shall exercise supervision over the teaching and non-teaching staff. The Board of Management has authorised the principal to suspend a student following investigation. The Principal has responsibility for the implementation of the Code of Positive Behaviour

Role of the Deputy Principal:

The Deputy Principal, as a member of the management team, assists the Principal in the internal organisation, management and discipline of the school. The Deputy Principal works with the Year Heads, Guidance Counsellor, and staff in developing, reviewing and implementing the policies in the school. The Deputy Principal has a key role and responsibility for the implementation of the Code of Positive Behaviour and the maintenance of general discipline within the school. The Deputy Principal is in charge of the school in the absence of the Principal. In the absence of the Principal and Deputy Principal an Assistant Principal will be delegated responsibility and authority to be in charge of the school.

Role of the Year Head:

The Year Head has general responsibility for the observance of the school regulations by the year group.
Duties involved are:

- Facilitating meetings between Class Teachers and Year Heads to review and plan.
- Co-ordinating all information given to and received from subject teachers and checking action has been taken.
- Reporting to and liaising with the Deputy Principal and the Principal regarding the year group.
- Keeping and overseeing records concerning students.
- Checking and dealing with lateness, absenteeism and uniform.
- Communicating with parents – in particular those experiencing difficulties in relation to their child's progress in school or behavioural difficulties.
- Significant role in implementing the Code of Positive Behaviour

Role of Home School Community Liaison Officer:

The HSCL works in partnership with parents, teachers and local community organisations to support positive educational outcomes for pupils/students.

The HSCL also works closely with the other two strands of TESS, Educational Welfare Officers (EWO) and personnel from the School Completion Programme to improve educational outcomes for children.

As part of their work, the HSCL will meet parents during home visits, at courses for parents in the school and at other school and community events. Please feel free to contact the HSCL Sandra Long for advice, information or support.

The HSCL also has a role to play in relation to attendance issues and in supporting school attendance.

Role of School Completion Programme (SCP)

The School Completion Programme (SCP) aims to increase the numbers of children and young people staying in primary and second level school and in doing so improve the numbers of pupils who successfully complete the Senior Cycle, or equivalent.

The Programme provides a range of local interventions designed to support the retention of children and young people in education. It involves the targeting of in-school, after-school, out-of-school and holiday time supports towards children and young people who are at risk of disengagement and early school leaving. The SCP is a TUSLA, The Child and Family Agency, funded programme.

Role of Subject Teacher:

Building and fostering positive relationships in the classroom is extremely important in fostering a safe and nurturing learning environment. The Subject Teacher has responsibility for:

- The maintenance of general positive behaviour within his/her class while sharing a common responsibility for good order within the school.
- Will agree standards of behaviour expectations with their classes and agree responses to be used when these standards are not met.
- Shall log records of all instances of misbehaviour on VSware as well as incidents of good behaviour and to outline briefly actions they have taken to address the issue.
- Restorative practice techniques should be used when dealing with incidents of conflict.
- Has responsibility for the communication of information to parents/guardians relating to their students' performance in school.
- Upholds the code of conduct as outlined by the Teaching Council.

Role of Class Tutor:

The class tutor also has a pastoral role to their allocated class to be a point of daily contact
The Class Tutor will:

- Promote discipline, responsibility, and punctuality among students.
- Set the tone for classroom culture, including mutual respect, cooperation, and academic honesty.
- Encourage student participation in school activities, clubs, and leadership roles.
- Monitor student journals to ensure notes are signed and homework is being written in.
- Monitor student attendance as a form of discussion.

Role of Parents:

- Discuss the Code of Positive Behaviour with their child.
- Ensure student has the necessary books and equipment for each day.
- Ensure that the student has the proper school uniform
- Attend parent teacher student meetings and other meetings concerning their child.
- Download School App: https://shorturl.at/deiv3 This app allows parents access to their child's timetable, school academic reports and attendance. Parents can also submit absence requests and explain student absences.
- Regularly check Journal and App (*For notes from Teachers and Year Head and to monitor homework).*
- Provide reasons for absence

  When a student has missed a day in school, the absence should be logged on the school app or a completed absence slip from the journal must be provided and signed by the parent/ guardian on the day of return to school. Medical certification will be required for prolonged absences. This is in accordance with Education (Welfare) Act, 2000, Section 18, which imposed a duty on Parents/Guardians to inform the school of the reasons for the child's absence. Section 23, 2, (e) of this legislation obliges the school to notify the National Educational Welfare Board
  (NEWB) where a student's absence exceeds 20 days. The NEWB has a statutory function to ensure that every child either attends a school or otherwise receives an education. In particular, the Board has a key role in following up on children who are not attending school regularly, and where there is a concern about the child's educational welfare.
- Submit a note to request absence or for a student to leave school early

  Parents / Guardians are expected to inform the school if a student is going to miss more than one day. If students arrive to school late or sign-out early they should sign the attendance log in the school office. Students are not allowed to leave the school until a parent/guardian collects them and signs the student absence book. Students may not leave without the prior written permission of the parent/guardian.

- Communicate effectively with the school.

  Use the journal or other electronic means to communicate with the school. The parent/guardian must have in place an up to date telephone number which can be relied upon for normal or urgent communicate from the date of enrolment. The parent/guardian needs to be contactable at all times and must respond immediately when requested to be of assistance to school authorities and be available to attend at appointed times to avoid accumulation of issues. Parents must provide the school with notice in writing of a change of address; this should be submitted to the school office.

Role of Students:

The student has a significant role to play in their own emotional, social and physical development as well as their academic performance. Students are expected to contribute to the overall quality of life in the school whilst developing their personal and interpersonal skills. Students have a responsibility in their role to develop their talents and reach their full potential. The Principal and staff by acting in 'place of parents' require students to:

- Keep the rules of the school
- Comply with the standards of behaviour outlined.
- Attend each day and be punctual.
- Do assigned homework and study *(See Appendix 1)*

Positive Behaviour

At Coláiste Gleann Lí we value the wellbeing of all of those who spend their day within our walls. Creating a positive atmosphere and setting foundations for relationships that flourish through positive interactions is paramount. Restorative Justice and creating opportunities for reflection are critical in this endeavour.

So often we value the importance of putting measures in place to deal with negative outcomes when they arrive instead of promoting positive behaviour (desired behaviour) so that these incidents occur less frequently or not at all. It is about being Pro-active instead of reactive.

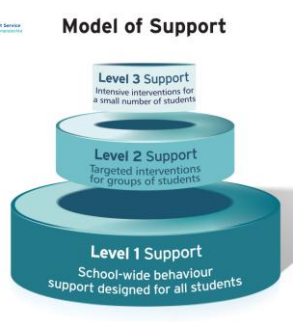
At a fundamental level, our school's aim is to educate our students so they can reach their full potential. To achieve this, it is important that they are happy, they know their behavioral expectations and that their environment is orderly and safe.

Positive Behaviour strategy team

The school has a positive behaviour strategy team. The team is made up of a group of staff with the chief aim of promoting positive behaviour around the school.

Much of the strategy teams and the school communities work as a whole around positive behaviour has been guided by the work of the NCSE's *behaviour support service (Formally NBSS)*.

The positive behaviour supports in the school are framed around the 3 levels of support described by the NBSS. Level 1 support is whole school positive behaviour initiatives which are centred around expectations of behaviour.



Level 2 support is targeted at smaller groups of students that need additional support to maintain positive behaviour. The Check and Connect mentoring programme is an example of this along with the Alert programme. Alert is a self-regulation behavioural programme that gives students the skills to maintain their behaviour positively.

Level 3 initiatives are one to one interventions Such as Why try?. Why try is a programme that offers students a chance to reflect on their behaviour with a view to improving it while giving them the skills to make those changes.

What is Positive Behaviour?

"Positive behaviour management approaches are those that stress prevention, support and the avoidance of confrontation and that focus more on the development of values, relationships and skills enabling positive student behaviour than on punishment for student misbehaviour."

http://www.safeschoolshub.edu.au/resources-and-help/Glossary#Positive-behaviourmanagement-approaches

What it means…….

- Flipping our approach to discipline.
- Explicitly teaching what behaviour is expected.
- Being Pro-active rather than reactive.
- Promoting and acknowledging positive student Behaviour.
- 'Catch them doing good'.
- Restorative Justice.

Opportunities of Positive Behaviour

- More positive Teaching and Learning experience for both teachers and students
- A more Positive School.
- Those who behave well are acknowledged and celebrated. Historically, the focus of our time and resources was often spent on addressing negative behaviour.
- Increased wellbeing for both staff and students.
- Empowering staff- Making a change, being involved, seeing progress, having a shared vision and experiencing what we can do together. A combined effort can be a very positive thing for a school.

Acknowledging the Good

- A Student Awards
- JCSP Initiatives
- *Merit system/ Positive comments in the student's journal
- Acknowledging/ displaying students' achievements/ work
- School announcements School Reports
- Parent/Teacher/Student meetings
- Year Group Outings
- Graduation Ceremonies
- Extra-curricular Activities
- The School Newsletter
- School website/ Facebook to promote student achievements
- Perfect attendance certificates
- Phone call home
- JCSP/ Positive Behaviour Celebrations
- Postcard home

Merit Criteria

*To promote positive behaviour we use a positive merit system. The criteria to receive a merit are clear and reinforce and acknowledge the positive behaviour we see in our school every day. Merits are recorded on VsWare. Below are the six categories.

1. Good Quality Homework across a 1-month Period.

- Homework completed to a high standard for that individual student and demonstrating a substantial effort.
- Continuous and repeated.

2. Courteous Behaviour/ Volunteering/ Positive Contribution to school life
   - Demonstrating courteous behaviour in dealing with a fellow student or staff member.
   - Helping with a school initiative.
   - Voluntary work in the local area as part of a school initiative.
   - Volunteering in the organisation and running of school events.
   - Creating a Positive effect on school life /the wellbeing of others.
   - Contribution to the Arts. E.g. Performance at school recital.
   - Sporting Achievement.

3. Peer Support
- Helping a fellow student. e.g. Student on crutches, mentoring, etc.
- Demonstrating care for another student experiencing difficulty.

4. Class Participation/ Improvement
   - Making a positive and sustained effort to participate fully in class.
   - Willingness to take on additional work.
   - Notable improvement in work ethic in class.
   - Substantially increased individual effort.

5. Noticeable improvement in positive behaviour.
   - A marked and consistent improvement in positive behaviour.
   - Demonstrating a willingness to make significant amends for past negative behaviour.

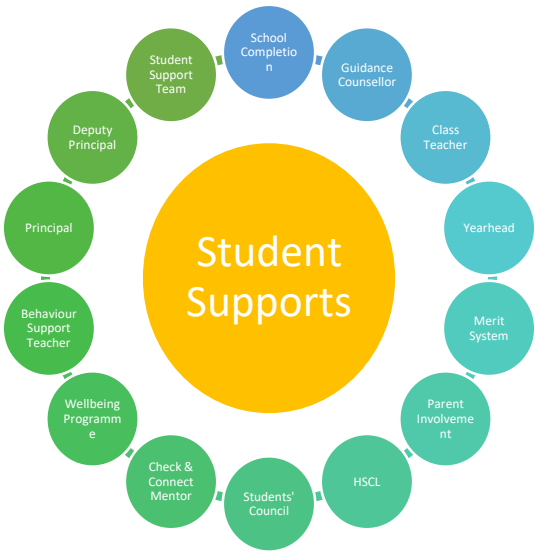
6. Academic Achievement
   - Outstanding Academic Achievement.
   - Producing impressive project work.
   - Success in a School competition. E.g. Young Scientist, Poetry Aloud etc.
   - Consistent high grades.

Student Supports

In order to keep students on track and support them in times of need we have an extensive Student Support System.

Check & Connect Mentoring

The Check and Connect programme is a staff/student mentoring programme that aims to promote student engagement at school and with learning.



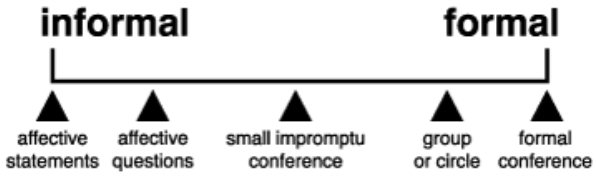
Restorative Practice

Building positive relationships is a critical part of Positive Behaviour Management. In dealing with classroom conflicts, we are conscious to support students in reflecting on the unwanted behaviours and support them in participating in class more fully. Restorative justice is all about dealing with unwanted misbehaviours in a restorative way as they arise and maintaining the positive relationship between teacher and student.

Restorative Practice is the model that in times of conflict and tensions, sets out to repair the harm caused and rebuild the relationships that have be affected by the conflict. Restorative Practice, fundamentally puts the building and maintaining of relationships first and foremost. It focuses on the culture and ethos of our schools by creating a sense of belonging and building strong connections across school communities but also supports the re-building of relationships when incidents happen and things go wrong. When reviewing and drafting our codes of behaviour, we weave restorative approaches into the fabric without thinking about it. We do it naturally, but do the students know their involvement in the process? Are our expectations of them fully understood by them? Do our expectations match theirs or even their capacity in fulfilling our expectations? Do we need to put connection before content? By applying the guidance of the Social Discipline Window, we end up Working WITH our students in setting the boundaries, limits and expectations, these are the challenges. Support is the encouragement, compassion, empathy, listening and nurture we provide in aiding the students fully understand their boundaries and are able to achieve them. Doing it with them rather than for them, to them or even not at all.



The steps involved in restorative approaches go from being informal to formal.



Within the restorative practice continuum from informal to formal approaches, are the layers of restorative practices and interventions, such as:

1. Use of Restorative Language
2. Having Restorative Conversations
3. Facilitating Proactive Circles
4. Facilitating Reactive Circles
5. Facilitating Restorative Meetings
6. Facilitating Restorative Conferences

Restorative practice is no quick fix towards managing challenging behaviours. There is no one proactive solution. Restorative practice is about applying the approaches to the ethos and culture, and in your code of behaviour, as you already do but by naming it as restorative practice. By applying the principles such as the Social Discipline Window and knowing when to apply the various approaches within the rp continuum, supports the effective development and application of restorative practice in a holistic and uniform process.

Restorative practice is a way of informing how we do things in our schools, from the way in which we develop positive relations all to way to addressing incidents that require a more measured response. What rp provides, are the tools that allow us to employ early intervention methods when dealing with times of conflict and challenging incidents. The school community members on the ground such as the teachers, Year Heads and Special Needs Assistants, are the eyes and ears at ground level. The meaningful and reciprocated relations are developed at this level. With incidents such as bullying, by applying restorative approaches such as conversations and meetings, that are focused on accountability and repairing the harm caused, can only be achieved through the established relationships based on trust and informed expectations. By putting to use the informal aspects of rp especially the affective questions, based on identifying what happened? who has been affected? and what needs to happen next? helps to enhance our ability to concentrate our efforts in seeking out the solution over looking at the problem.

Student Expectations

The purpose of our school rules is to create and ensure a positive safe and co-operative working and learning environment.

Behaviour

1. Students shall show courtesy and respect to other students and members of staff and any visitors to the school. Disrespect or verbal abuse of staff members will be regarded as serious misbehaviour and will lead to suspension and/or up to exclusion.
2. Students will carry out the teachers' instructions at all times. Where a teacher has to repeat an instruction, a student will be deemed to have committed a serious breach of the rules.
3. Students shall exercise care and concern for the property, buildings, books, desks and equipment of the school and of other students at all times.
4. Theft of school or student property will be deemed as a serious offence.
5. Any wilful destruction, graffiti, vandalism of school property or of other students' property is prohibited. Damage shall be paid for, by those students responsible, or by their parents or guardians.
6. Students are expected to have all books and equipment for class as required by their timetable or as directed by the teacher. It is not permitted to go to lockers or seek permission to do so during class time. Students will use their lockers at break times and before and after school only.
7. If the misbehaviour of any student is deemed to disrupt the teaching environment by placing the health and safety of other students or teachers under threat, or interferes with a teacher's right to teach and his or her students to be taught, such behaviour will be regarded as a serious breach of discipline and will result in an immediate sanction.
8. The sharing of explicit text, images and/or video, is an unacceptable and absolutely prohibited behaviour and will have serious consequences and sanctions for those involved. Sexting is the sharing of sexual text, video and photographic content using mobile phones, apps, social networking services and other internet technologies.

Health & Safety

1. Students shall be vigilant at all times to ensure their own safety and the safety of other members of the school community or persons visiting the school.
2. *In the event of Pandemics such as Covid-19 or localised outbreaks of infection;* Students shall ensure that they follow all agreed procedures to minimise the risk of transferring viral infection in the school. Students shall use the personal protective equipment agreed by the school management. Failure to wear the recommended face covering will result in immediate suspension. Face masks with offensive messages or images will not be acceptable. School management will determine what is acceptable.
3. Anti-social acts such as teasing, bullying, intimidation, extortion, assault, violence, rough conduct, harassment, incitement of argument or conflict whether directly or through social media is prohibited. Inducing or inciting others to perform acts which could be hazardous to health is strictly forbidden. Breach of these rules will be considered to constitute serious misconduct and will be dealt with under the schools Anti-Bullying Policy and may lead to suspension or exclusion.
4. Alcohol, tobacco, Vapes and illegal drugs are strictly forbidden on the school grounds, school buildings, the Sports Complex, or on any school activities/ outings. Possession of, consumption, inhalation or otherwise of drugs or alcohol or any harmful substances and/or any attempt to encourage or involve others in such activities is strictly forbidden and will result in suspension and will be referred to the Board of Management for a decision on expulsion.

5. Any pupil using, selling, buying or having illegal drugs or alcohol in their possession or selling and supplying harmful substances to minors will be suspended and will be referred to the Board of Management for a decision on expulsion. This rule applies both on and off the school grounds and on all routes leading to and from the school and on the pathway between the school and the Sports Complex as well as the complex grounds and building. It also applies anywhere students are clearly identified or identifiable as students of Coláiste Gleann Lí. This rule applies to students coming to and going home from school, during the school day and while away on school trips. Where there is a suspicion that a student is under the influence of a substance their Parent/ guardian will be called for them to be collected immediately.
6. The possession of offensive weapons or knives is strictly prohibited. Breach of this rule will be considered to constitute serious misconduct and will lead to immediate suspension or exclusion.

Expectation

Students will not behave in a way that will cause harm to themselves or others.

Smoking/ Vaping

It is forbidden by law to smoke/ vape anywhere in the school building. Vaping of e-cigarettes or smoking of cigarettes is damaging to your health and is not allowed on the school premises or grounds, when moving from school to Sports Complex or at the Sport Complex grounds and building.

A severe sanction will be applied to any student smoking or vaping in the school building or grounds. Advice for Parents/ Guardians in relation to vaping can be found at Appendix 11.

Expectation

Students are not to smoke or vape on school grounds or building as it is against the law.

Movement around school

- Students are expected to walk in an orderly manner on the corridors at all times.
- Loitering is not permitted in locker rooms, toilets or in the vicinity of the main doors or hallways.
- In the interests of health and safety orderly movement to and from classes is required of all students.
- Students should walk on the right hand side on the steps and in the corridors.
- At all times, students school bags must be stored safely, under or on benches.
- The red and blue block areas are out of bounds during breaktimes unless a teacher has given permission for a student to be there; this permission is required for each instance.

Expectation

When walking in corridors and stairs be conscious of other people and keep voice level low to avoid any unnecessary disruption.

Breaktimes/ Lunchtimes

1. Junior Cycle students are not allowed leave the school building/ grounds throughout the day. Senior cycle students are allowed leave the grounds at lunchtime only once they have a signed permission slip from their Parents/ Guardians.
2. Students will remain in designated zones during breaktimes and redirect to these if requested to by a teacher. At small break students should remain in the canteen area or the outdoor shelter.
   At Lunchtime once finished eating students can go to the astro turf at 1:27 p.m. when it opens.
3. Eating or drinking is only allowed at official break times in the canteen areas and is not allowed in the classroom.
4. We are a healthy eating school. The consumption of energy/ Fizzy/ High Sugar drinks is not allowed in the school and will be confiscated and disposed of.
5. The chewing of gum is prohibited in the school and will be confiscated and disposed of.

Dress and Appearance

- All students shall keep their hair neat and tidy.
- Wearing of excessive make up is not allowed.
- Students may wear one stud earring in each earlobe.
- Other forms of facial jewellery are not permitted and students will be asked to remove them immediately
- When a student arrives in school without the school uniform or part thereof, they will be allowed to contact a parent/guardian to deliver the missing items to the school.
- Parents may be asked to collect the student from the school to enable correction of the uniform.
- Students not in full uniform will receive a lunchtime reflection. If incorrect uniform is an ongoing issue a meeting with the student, Parents/ Guardians and school will take place.

In Coláiste Gleann Lí, we take great pride in our uniform, we request that all students show their commitment to our school by wearing their uniform correctly. Our students are a representation of our school community and are expected present themselves in a neat and tidy manner every day.



The School uniform consists of:

- Grey trousers/ Skirt
- Grey Shirt
- Aubergine crested School Jumper
- Black footwear (Shoes or Runners)

PE Uniform

This P.E. uniform is optional and does not replace the school uniform. The School P.E Uniform consists of:

- Crested half zip top
- Plain grey polo shirt
- School tracksuit pants



Students are allowed to wear their **PE kit all day on their timetabled PE lesson days only.**

Coats or jackets are not allowed to be worn in the school building and will need to be placed in student lockers. Jackets worn incorrectly will be confiscated and returned at the end of the day.

If a student is unable to wear full uniform for medical reasons a note signed by a doctor must be presented to the school (a note from parent/guardian will not suffice).

Expectation
To be in full uniform at all times save for when you have P.E class.

The student Journal

Each student has a school journal. The journal contains school information for students along with study tips/ skills and healthy eating information.

- Also included in the journal is a space for students to write in their homework.
- It is important that you check your child's journal each evening to ensure your child is writing in their homework and if there are any teacher notes that need signing. If your child is absent on a day, the journal contains absence slips for you to complete. Absences can also be submitted using the School App.
- The student journal is an essential element of our positive behaviour management procedure in the school and students are expected to have their journal with them every day.
- If a student does not have a journal on a particular day they will be given a lunchtime reflection and should get a temporary journal from their Year head.
- Students should respect the journal and keep it clean and tidy for inspection by teachers and parents.
- There are perforated absence slips at the back of the journal.
- The journal is to be used for messages to/from home.
- Parents are requested to sign the journal once per week to monitor their child's progress.
- If a student damages/loses a journal they will be expected to purchase a replacement at a cost of €10.
- Parents should bring the student journal(s) when attending Parent Teacher meetings in the school.

Expectation
Keep your journal neat and tidy and record all homework in it.

The use of toilets

We encourage students to use the toilets before school starts in the morning and during morning and lunch breaks only.

- There is a section in the student journal where an entry is made when a student requests to leave a class.
- We would encourage parents to monitor this section of the book and check if your son/daughter has a high level of recorded toilet visits.
- If a student has to leave class to use the toilet or for any other reason they should seek the permission of their teacher and this permission should be recorded in the student journal.
- A student out of class without permission will be sent back to class. It is important that students do not loiter in the toilet, as large groups congregating in the toilet can be intimidating to other students.
- If more than one student is found in a toilet cubicle together, each student will receive an afterschool reflection. Students that use school toilet without permission will receive a lunchtime reflection.

Expectation

- Where posible use toilet before school or during breaktimes/ lunchtimes. By doing this you are not losing out on class time.
- If you are out of class make sure you have permission from teacher and you have your journal signed and with you.

Mobile phones

Mobile phones must be powered off and out of sight at all times in the building. Other devices such as MP3 Players, iPods, game consoles, audio and video recording devices and cameras are not allowed to be used anytime during the school day.

- If a student is found to be in breach of this rule, the phone or device will be confiscated, stored securely in the school office for the remainder of the day.
- Repeat offenders may be asked to leave their phone at home or hand it up each morning for a required period of time.
- Earphones/ earbuds associated with phones and any music players are not allowed to be worn anytime during the school day, in class or while moving between classes.
- Cameras or any device capable of taking a picture may not be used anywhere or at any time in the school or Sports Complex unless specifically sanctioned by a teacher in relation to project or other such work.
- If a student refuses to hand over the offending device this will be considered a serious breach of the expectations and student will be sent to Principal, Deputy Principal or Year head.
- Mobile phones are allowed to be used in class for educational purposes **but only with express permission from a teacher**. Use of personal devices is governed by the school's Acceptable Usage Policy which can be found on our school website.

Mobile Phones	
Do's	**Don'ts**
• Switch off your phone before you enter the building • Keep your phone in a secure place and out of sight. • Hand over your phone without argument if it is out and a teacher asks for it. • Use your phone for educational purposes when your teacher has given permission to do so. • Tell a member of staff if there is an emergency and you need to call home. Then go to the school office to call.	• Have your phone out during the school day without teacher permission • Use your phone for 'free' classes • Wear headphones during or between lessons for courtesy and safety reasons. • Take your phone out to check time • Refuse to hand your phone over when asked as this will lead to more serious sanctions • Use your phone to take any digital images or post negatively online or in social media apps.

Expectation

Mobile phone, electronic devices and earphones/ headphones are switched off and out of sight for duration of school day.

School Trips

During the school year students may be involved in school organised outings. The following guidelines are considered in Colaiste Gleann Lí prior to student outings:

- A student's record in the school and on previous outings will determine if student can take part in the outing or tour.
- An acceptance that good behaviour is expected at all times.
- An acceptance of the instructions of teachers / leaders at all times in the interest of health and safety.
- An acceptance that the use of drugs, including alcohol and cigarettes, is forbidden.
- An acceptance that in situations of serious misbehaviour, parents may be contacted to discuss the matter and if necessary, arrange for student's return home at parent's expense.

- Students and their parents will be expected to sign a consent form in order for the student in question to be allowed take part in school organised outings during the course of the school year.
- Full school uniform must be worn for all school outings unless stated otherwise. A student may be asked to stay in school if he/she is not wearing uniform.

All Trips and outings are governed by our School Outings and Tours policy which can be found on our school website.

Attendance and Punctuality:

Coláiste Gleann Lí recognises the importance of good attendance and punctuality.

Regular or prolonged absences will have a negative impact on a student's learning and development and therefore should be avoided whenever possible. The school has an Attendance Strategy in place, the aim of which is to promote good attendance in the school. Poor punctuality has a similarly negative impact on the learning of the student and has the further effect of disrupting the class into which the student is arriving late. The guidelines below should be adhered to by all students.

1. The school day begins at **8:56 am** Students are expected to be in their classrooms by **8:56 am.**
2. Lunch is from **1:17 pm** to **1:47 pm** and students are expected to be in their classrooms by **1.47 pm** upon their return from lunch.
3. Students who arrive late to school in the morning **after 8:56am** will be marked as late on VsWare on arrival and stamped as *Late* on their journal.
4. A student who arrives late on **2** occasions on the same week will undertake an Afterschool Reflection.
5. Parents will be informed if their child has not registered as present for school
6. TY, 5th and 6th Year students who arrive late after lunch **after 1:47pm** must report to the office and sign in, students will be noted as late on VSWare and their journal will be stamped as late.

***Please note that leaving school grounds at lunchtime is a privilege and if students return late after lunch than this privilege will be revoked.**

7. When a student is absent, an absence note must be input on the VsWare Parent App. Please note this must be completed for every absence: https://www.gleannli.ie/page/School-App-Information/45793/Index.html
8. A student may not leave school during the school day **without being collected by parent/guardian who signs the student absence book.**

a) If a student needs to attend an appointment the following can be done

i. The parent can input the appointment on the VsWare app.

ii. The student can present an appointment slip or note at the office and must be **collected by parent/guardian who signs the student absence book.**

b. On their return the same day, the student must sign back in at the office.

Please Note:

A student may not leave school without being collected by the parent/guardian and without the knowledge of their Year Head

Any contact in relation to students leaving school must be made through the school office.

Students will receive sanctions for unexcused absences and lateness in accordance with the Coláiste Gleann Lí Positive Code of Behaviour.

Expectation

Student arrives on time to school and are on time to class. If arriving after 8:56 a.m. you need to sign in at office otherwise a text will be sent home stating you are absent from school. Two lates in one week- after school

- Junior students are not allowed leave the school grounds at any time during the school day unless they have gone through the correct sign-out procedure.
- Senior students may leave the school during lunch-break only, however, we request that students are safety conscious at all times. As students will be in the school uniform, normal school rules apply. Permission to leave at lunchtime will be withdrawn for students found to be in breach of the school's code of behaviour. Students are expected to present on time to their class directly after lunch-break at 1.47pm. Lunchtime reflections will be given to students who arrive late to class.

ATTENDANCE INCENTIVES

Coláiste Gleann Lí will recognise and reward students who achieve full attendance in the school year by presenting the students with an acknowledgement of full attendance during awards ceremonies throughout the school year.

ABSENCE PROCEDURES:

If a student is absent school will:

- Parent will be contact on the first day of absence – Parents can also monitor this through the VsWare app.
- If no response is received after three days unauthorised absence, a member of school staff will conduct a home visit.
- If a student's is absent for 5 days, parents/ guardians will receive a letter. This letter will need to be signed and returned to the Year Head and/or the HSCL.
- If a student is absent for 10 days, parents/ guardians will receive a letter inviting them to meet with the Deputy Principal and/or the HSCL for an attendance clinic meeting. The focus of the meeting will be to agree how we can best support your child to improve their attendance.
- If a student is absent for 15 days, parents/ guardians will receive a letter inviting them to meet with the Principal for an additional attendance clinic meeting.
- If absences persist and a student misses 20 days, a referral will be made to the Education Welfare Officer.
- A child not attending school is considered a safeguarding concern. This is why information about the cause of absence is required. Parents/guardian must inform school on the first day of absence by 11:00am.

Online Learning

Staff and students may be presented with a situation where remote learning is necessary or using online platforms. In such instances it is important that the remote Learning is carried out with regard to and in keeping with the Acceptable Usage Policy of the school. The purpose of Remote/ Distance learning will be to continue to teach the school curriculum to students during school closure as a result of external factors.

Applications that will be used for Remote/ distance learning will primarily be:

- Office365, incorporating:
- Microsoft Outlook (e-mail)
- Microsoft Teams
- Microsoft OneNote
- Microsoft Forms
- Microsoft Stream

Expectations when using online platforms or during online classes

1. Students are to communicate through their school email account only.
2. Students are not to record live classes or forward any content within a Teams group – such as worksheets, exam papers, answers, solutions, videos, notes or Teams links
3. Any behaviour or language deemed inappropriate during school applies online and after established school times. The consequences for such behaviour will be the same as if the student was in school as they are involved in prescribed school work, on a school created platform using a school log-in and which has been directed by school personnel.
4. The School Code of positive behaviour applies at all times.
5. At all times students are expected to behave in a responsible and appropriate manner and not to use or share inappropriate or abusive content on the Teams and Office 365 Platforms. In so far as possible, communication should be reserved to normal school opening times.

Sanctions

Misuse of the Internet may result in disciplinary action as per school Code of Behaviour, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.

Bullying

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

1. A positive school culture and climate which:
    a. Is welcoming of difference and diversity and is based on inclusivity;
    b. Encourages students and staff to disclose and discuss incidents of bullying Behaviour in a non-threatening environment; and
    c. Promotes respectful relationships across the school community.
2. Effective leadership.
3. A school-wide approach.
4. A shared understanding of what bullying is and its impact.
5. Implementation of education and prevention strategies (including awareness raising measures) that:
    a. Build empathy, respect and resilience in students;
    b. Explicitly address the issues of cyber-bullying and identity-based bullying;
    c. Including in particular, homophobic and transphobic bullying.
6. Effective supervision and monitoring of students.
7. Supports for staff.
8. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
9. On-going evaluation of the effectiveness of the anti-bullying policy.

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.
- 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.
- Physical
- Verbal
- Damage to property or Theft

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.

However, 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.

All cruel and abusive behaviour, especially that which is persistent and pervasive is unacceptable in the school. Bullying behaviour, by its very nature, may cause psychological harm and damages the learning environment. The school believes that students have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

The school has been awarded an LGBTQ+ Quality mark for its focus on the four key areas of wellbeing promotion from an LGBTQ+ perspective:

- Creating an LGBTQ+ culture and environment
- Resourcing an LGBTQ+ inclusive curriculum
- Nurturing LGBTQ+ inclusive relationships and partnerships
- Supporting LGBTQ+ inclusive policies and planning

The school is also taking part in the Yellow Flag Programme. The Yellow Flag Programme supports primary and secondary schools to become more inclusive of all cultures and ethnicities, celebrate diversity and challenge racism and discrimination.

Cyberbullying

Bullying can often take place on the internet or through social media apps. In order to protect yourself, remember the following:

- Never post photographs of yourself on social media.
- Never send photographs of yourself or others to mobile phones even those of your friends
- Never reveal your real name, mobile phone number, e-mail address or any other personal details on websites. You have absolutely no control over where and how these details may be used.
- The school website contains tips and guidelines for students and parents in relation to cyber bullying.

All incidents of bullying will be dealt with in accordance with our anti-bullying policy. If you or someone you know is being bullied you should report it to any member of staff. Alternatively, you can email reportbullying@gleannli.ie.

Student Familiarity with Code of Positive Behaviour

In Coláiste Gleann Lí, students will be encouraged to uphold the Code of Positive Behaviour by use of the following measures:

(a) By enrolling in the school students and parents/ guardians agree to the Code of Positive Behaviour of the school. The Code of Behaviour is available on the school website at www.gleannli.ie or in hard copy from the school office.
Parents/ Guardians are expected to discuss the Code of Positive Behaviour with their child. This ensures that parents/ guardians and students understand what the rules are, why they must be adhered to and what procedures will be followed if the rules are not upheld.

(b) At the start of Term One each year, as part of our induction process, each class is brought through the Code of Positive Behaviour and any amendments to it are highlighted. This is done so as to remind students of the content and to take account of the fact that they have been out of the school's environment for three months. Students are also explicitly taught expectations around behaviour.

(c) School rules, the reason for them and behaviour expectations are discussed as part of the schools Wellbeing programme.

(d) Issues such as Bullying, Racism, Sexism, Harassment, Violence, Substance-misuse etc. are discussed with the students during their time in the school, using current legislation, current affairs and / or outside speakers. This is to help the students to have a better understanding of these issues so that they can base their thinking, understanding and action on factual information.

A student friendly outline of a typical daily routine is outlined in Appendix 9. The document follows a student throughout the day and is a great resource to familiarising both student and parents to a typical school day.

Infection Control

In the event of Pandemics such as Covid-19 or localised outbreaks of infection it is important that all members of the school community follow the advice of the Government and Health Experts at all times.

Expectations of all students (Infection Control)

All students, parents/guardians, teachers and staff have the right to feel safe in their school. Our school encourages responsibility, respect, good manners and academic achievement in a safe, caring and effective learning environment, where the wellbeing of all is a priority. In maintaining these standards, the school therefore, has the following expectations of all of its students:

1. Students will follow and practice government guidelines, implemented by the school at all times in line with preventing the spread of infection and physical distancing.
2. Parents/Guardians are not to bring their children to school if the students(s) has symptoms of a viral respiratory infection or if there is someone in the household suspected or known to have infection.
3. Students should be aware that if they develop signs or symptoms when at school they should let their teacher know immediately.
4. Students will be respectful towards teachers and other students and all members of the school community in the interests of health and safety.
5. Students will adhere to and follow the guidelines set by the school in relations to best practice in personal hygiene and physical distancing.

6. Students will be aware of their responsibilities when engaging in activities outside of the school setting towards promoting the reputation of the school with regards to hand hygiene and physical distancing.
7. Students will follow direction from staff members at all times and will not by their actions jeopardise the safety procedures put in place by the school management to ensure the health and safety of all stakeholders.
8. The actions of students will be mindful of their friends, fellow students, their school community and families, their health, safety and wellbeing.

Hand Hygiene

All staff and students should ensure that:

1. You are familiar with and follow hand hygiene guidance and advice.
2. Avoid touching your eyes, mouth, or nose.
3. You should not share objects that touch others mouth for example, bottles or cups.
4. Remember the frequency of hand hygiene

- On arrival and leaving school.
- Before eating or drinking.
- Before and after preparing food.
- After using the toilet.
- After being outdoors.
- When your hands are physically dirty.
- When you cough or sneeze.
- Before and after being on public transport.
- Before and after being in a crowd (especially indoors).
- If you were in contact with someone who has a fever or respiratory symptoms.

Structures to Support Good Behaviour

Encouraging and fostering positive behaviour in school involves a partnership between parents, students and staff in the school and requires good communication strategies to be in place.

Yearhead/ Class Teacher Support

The School Journal:

The School Journal when properly used for two-way communication can be a vital link between parent, teacher and the school. It is important that parents/guardians monitor it for messages from subject teachers and year heads. The Journal should be signed every week by the parent/guardian. Year Heads will also regularly monitor the Journal.

Parent Teacher Student Meetings:

Parent teacher Student meetings take place at regular intervals to inform parents/ guardians of student progress, application and behaviour. Parents/guardians and students are expected to attend. Parents/guardians will be notified in the school calendar and in advance of parent teacher student meetings. Parents should request information from the year head relating to the progress of their child if they are not in a position to attend.

Nurture Programme:

Nurture helps students develop vital social skills, confidence and self-esteem, and become ready to learn. A nurture group is a focused intervention to support students with social, emotional and behavioural difficulties which make it harder for them to learn in a mainstream class. Student Support Team

Guidance and Counselling:

The Guidance Counsellor in school assists students in developing self-management skills, which will lead to effective choices and decisions about their lives. It encompasses the separate but interlinked areas of personal and social development; educational guidance and career guidance.

Positive Behaviour strategy team

The school has a positive behaviour strategy team. The team is made up of a group of staff with the chief aim of promoting positive

Information Afternoon / Evening

An Information Afternoon / Evening for first year parents will be arranged early in the first term as an opportunity to learn about school routines and expectations.

SEN Team

Coláiste Gleann Lí has a core team of teachers whose role includes developing, implementing and monitoring a whole-school approach to the education of students.

Our special education needs team takes a collaborative approach to ensure that those students with the greatest level of need have access to support from teachers with the necessary experience and expertise.

Ethos Leadership Team

Ethos Leadership Team (ELT) will work to implement the Patrons' Framework on Ethos in school. The ELT will help to ensure that the ethos is fully integrated into the operation of the school and is regularly reviewed through the school self-evaluation and planning process, including the implementation of actions related to ethos.

The purpose of this Framework is to:

1. Define what is meant by each of the core values underpinning the ethos of ETB schools
2. Outline statements of effective practice underpinning each of the core values
3. Provide schools with tools and templates required to carry out a self-evaluation process on their ethos



Why Try?

The 'Why Try?' programme is a strength-based approach to helping young people overcome their challenges and improve outcomes in the areas of truancy, behaviour, and academics. It is based on Solution Focused Brief Therapy, Social and Emotional Intelligence and Multi-Sensory Learning principles. The programme aims to improve student retention, academic performance and school climate.

The ALERT Programme

The ALERT programme is an Occupational Therapy Intervention that aims to help students monitor, maintain and change their level of alertness so that it is appropriate to the situation or task. The programme identifies students' sensory needs and preferences and encourages student use of sensory motor strategies to support self-regulation so that their engines are running 'just right'. The strategies and activities taught can be incorporated into home and school routines.

Behaviour support teacher

A behaviour support teacher works to support students who need support with adhering to the positive behaviour expectations of the school. This teacher may also support a small number of students by developing a Positive Behaviour Plan with them.

Restorative chat

Minimises the time spent dealing with misbehaviour during class time, Allows student and teacher to work together, Opportunity to establish a more positive relationship.

- Informal Agreement
- Define problem
- Generate alternatives
- Agree on alternatives to try and when to begin
- Review what has been agreed upon

Positive Behaviour Cards

In some cases a student may be put on a Positive Behaviour Observation Card (Appendix 4) if they are finding it difficult to keep behaviour expectations. This card is a positive behaviour measure and helps to get students back on track and outlines the required behaviour expectations clearly. The five categories that students are scored on demonstrates to students what is important if they are to improve behaviour; On Time, Materials, Homework, Participation and Behaviour. This card is signed by a teacher at the end of every subject period during the school day. The card should be signed by the parent/guardian at home each evening.

For students who require support with being on time to school/ class a Be on Time Card (Appendix 5) will be used. This card records minutes late. These minutes will have to be recouped during Lunchtime or Afterschool Reflections. The card should be signed by the parent/guardian at home each evening.

If either card is lost or not filled in fully a reflection will be put in place.

Student Support Team

The Student Support Team is made up of Management, Guidance Counsellor, SEN Co Ordinator, and Wellbeing teacher. The Team meet weekly to review the needs of students. The Team strives to provide a response to students needs by liaising with the SPHE and Wellbeing teachers and by inviting outside agencies to cover specific issues. This is a forum for sharing information and concerns in a safe and confidential setting. What is discussed at Student Support Team Meetings relating to individual cases is confidential to the team and any follow up required is decided upon and assigned to a member of the team. At this meeting a list may be compiled in order to highlight to staff, students that

may need particular support at particular times, this additional support may be transient. The list is called the Green and Red List and is divided into two sections; Green and Red.

Green

- Support and encourage this student.
- Reinforcement with positive attention and compliments.
- Keep a Watch Eye over him/her.
- Reduce isolation by using their name or writing positive comments in their journal

Red

- Give this student space and a little leeway this week.
- They may not have all their work done.
- If they are in trouble try to talk to them about it one to one.
- Be aware that they are having a difficult time and make appropriate allowances.
- Be gentle with them and focus on positive behaviour.

Buddy system

A student may be asked to go to a neighbouring classroom if their behaviour is causing a disruption to teaching and learning of others. If a student is removed from class they will complete an afterschool reflection.

School Supports for Students and Parents

The school has a wide range of supports and expertise built up over the years to assist parents and students where problems arise.

- Year Heads and Class Teachers will be available to meet parents. (Prior notice required)
- Home School Community Liaison
- Student Mentoring
- Learning / Language Support
- Special Needs Assistants
- Confidential Guidance and Counselling
- Base Classes
- Counselling external to the school is available.
- Nurture Room
- Student Support Team
- Wellbeing Programme
- School Completion Programme
- School Meals
- Other supports are detailed in the School's Whole School Guidance and Wellbeing Plan available on the school website.

Incident Reporting System:

The Incident Reporting System is an electronic system for recording incidents of student behaviour, the interventions already attempted by the teacher and the interventions used on the occasion in question.

The Incident Reporting System will be used to monitor and record behaviour. The purpose of the Incident Reporting System is:

- Record Positive behaviour using the Merit system as outlined previously.
- To record instances of misbehaviour.
- To report student behaviour to Year head/ management.
- To record the students' performance in respect of punctuality, homework, books, equipment and behaviour.

Year Heads will monitor the reporting systems and meetings will be requested with parents/guardians where student behaviour is cause for concern.

Reduced School Day.

It is recognised that a reduced school day may be helpful to some students in special situations, as part of a transition period, or to engage with his or her learning based on his or her needs. The use of reduced school days will only be used as a short-term measure and in a very limited number of situations. The use of a reduced school day is governed by department circular 0047/2021. More info can be found at https://www.gov.ie/en/circular/f49bd-0047-2021/

Reduced School days are defined as:

- a reduced day in school where, by arrangement with the school authorities, a student arrives to school after the usual starting time or leaves before the end of the school day, and/or
- a reduced week where, by arrangement with the school authorities, a student may not attend the full five days each week

School Reflections

Reflections will be used in the school as an intervention to allow students to reflect on their behaviour and focus on how they can improve it in the future. There are currently two forms of reflections;

- After school Reflections
- In-School Reflections

After school Reflections

This session will be a *Restorative Justice* approach and will allow for students to reflect on their behaviour with a view to change. This is another measure to promote *Positive Behaviour* in school. Failure to attend an Afterschool Reflection will result in a suspension. Afterschool reflections run for 45 minutes after the school day on Monday, Tuesday, Thursday and Friday and for 90 minutes afterschool on Wednesday. Parents will be informed the evening before if a student has an afterschool reflection. The following will result in an Afterschool Reflection;

- Removal from class
- Continuous non-completion of school tasks
- Leaving school without following correct procedure
- Serial lateness
- Consistent Uniform issues
- No improvement in behaviour

In-School Reflections

Students meet with Behaviour for Learning teacher during the school day to reflect on behaviour and look at targets and supports that can help them in maintaining positive behaviour.

School Discipline Committee

The Committee is made up of school Principal, Deputy Principal and a Yearhead.

Short Delay

A short delay at the end of class or at break times may be used as an intervention strategy. It will not be considered as detention time. This intervention will be used to have a restorative chat with the student in relation to the unwanted behaviour.

Procedures / Intervention Strategies for Dealing with Unacceptable Behaviour:

The Subject Teacher will deal with unacceptable behaviour initially using the strategies listed below:

The following low-level strategies should be used by staff:

1. Restorative chat to seek co-operation
2. Positive reinforcement
3. Outlining expectations
4. Alerting pupil to the disruption to other pupils
5. Informing pupil of teacher's right to proceed with work
6. Verbal reprimand
7. Change of seating arrangement
8. Note to Parent/Guardian in Journal (to be signed by parent/guardian)
9. Withdrawal of privileges such as sports, outings, trips and or lunchtime clubs
10. Confiscation of items prohibited by school rules or which may be deemed dangerous.
11. Incident Reported on incident report system.
12. Loss of privileges which may include confinement to school, limited use of school facilities, withdrawal from extra-curricular activities, games, outings etc.
13. Restorative conference between both parties if appropriate
14. Tactical Ignoring
15. Scheduled Movement Break

The tables below contain sample low, medium and high-level behaviours and some possible responses. These lists are not exhaustive and are merely suggested.

Low level disruption – Responsibility of the teacher (class/ supervising)

Sample low level Behaviour	Suggested Responses
• Late to class • Coming to class without materials/books • No journal • Persistently asking to go to the toilet • Failure to attempt/ complete/ submit homework • Not listening and following instructions • Not participating in class • Chewing gum/eating in class	• Expectation reminder • Teacher proximity • Non-verbal cue- signal gesture, look • Model/ practice expectation • Having a quiet word • Verbal reminder of choice • Change seating • Conversation/ restorative chat at the end of class about expectations • Record misbehaviour in the journal / Incident Reporting System • Short Delay

Suggested Intervention and supports for low level behaviours
• Restorative chat with the student • Notes in journal • Explicit teaching of behaviour expectations • Short Delay • Communication with parents/Guardians

Medium level disruption

Sample Medium level Behaviour	Sample responses
• Repeated or persistent low-level behaviour • Persistent disruption to teaching and learning, inappropriate and disrespectful language, or comments • Leaving class without permission • Disrespect shown to a member of staff • Truancy	• Continued application of low- level interventions • Note in journal or incident reporting system • Neighbouring classroom – Buddy system • Phone call home and or meeting with parent/ Guardians • Referral to year head
Suggested Intervention and supports for medium level behaviours • Restorative Conversation with the student • Year head support • Observation card/Be on Time card • Behaviour for learning teacher referral. • Student Support Team Referral • Communication with Parent/ Guardian	

High level disruption

Sample High level Behaviour	Sample responses
• Repeated and persistent medium level behaviours • Leaving school without permission • Breaches of the Acceptable Use Policy (AUP) • Physical or verbal aggression towards a member of staff and / or other students/ visitors • Serious bullying behaviour • Social media offences • Vaping or smoking in the school building or grounds • Vandalism or theft to student/Staff/school property	• Continued application of medium level responses • Referral to year head/Deputy principal/ Principal • Record misbehaviour on incident reporting system • After school reflection • In-school reflection • Out of school suspension • Meeting with parent/ Guardian • Observation Card • Meeting of School Discipline Team • Referral/advice from the BOM • Possible Exclusion
Suggested Intervention and supports for high level behaviours • Restorative conversation with the student • Behaviour Contract • Referral for additional external support • Communication/ meetings with parents/ Guardian • Positive behaviour support and targets • Year head support • Board of Management Hearing	

Suspension/Exclusion/Expulsion:

The purpose of suspending a student from school is to provide the student with time for reflection on their misbehaviour.

Serious and persistent breaking of the school rules or a serious once-off incident will result in suspension or exclusion. Endangering the health and safety of themselves or others by not complying with agreed safety precautions as part of infection control will result in immediate suspension. Violence by a student, bullying, persistent or serious disruption of teaching and learning, Refusal to follow teacher Instruction, offensive language to a teacher or others, damaging or vandalising school property or the property of others will be considered serious breaches of the school rules and will result in immediate suspension and or exclusion.

Suspension

- In all cases of suspension, this is a decision of the Discipline Committee having heard all sides and considered the case. In the absence of the Principal the Discipline Committee will make the decision.
- All suspensions will be reported to the Board of Management
- Parents will be notified by telephone if a student is to be suspended and the reason for the suspension, in advance of the date of the suspension. They may be required to attend a meeting with the Year Head and/or Principal/Deputy Principal to discuss the matter. Every reasonable effort will be made to contact the parent and to facilitate the meeting.
- If the parents/guardian cannot be contacted or fails to attend the meeting the matter will be determined in their absence and the suspension put into effect. A letter outlining this decision will be sent directly to the parent/guardian.
- Parents/guardians (Or students over 18) have the right to appeal the decision to the school Discipline Committee. All appeals must be made in writing to the school Discipline Committee within 5 working days of receipt of the letter of suspension.
- Suspensions of six or more consecutive days, or cumulative suspensions of 20 days or more in one school year, will be reported to the Education Welfare Officer.
- Parents may be required to meet with the Principal or Discipline Committee before the student is allowed to return to school.
- The student in question may have to meet with the Year Head or Deputy Principal and the Guidance Counsellor to assist the student's return to school life.

The formal letter of suspension will include:

- Notice of the suspension as well as the effective date and duration of the suspension;
- Reason(s) for the suspension
- Expectations of the students while on suspension (e.g. study) and requirements which need to be in place when they return to school (e.g. written apology, completed assignments etc.)
- Importance of parental assistance in resolving the matter and a statement that the student is under the care and responsibility of their parents/guardians while on suspension;
- A statement that the Education Welfare Board has been informed (in cases where suspension is longer than 6 days or the student has been suspended for 20 days or more in the school year)
- A statement informing parents/guardians of their right to appeal.
- In cases where consideration is being given to exclusion, this should also be included.

In all cases involving suspension by the Discipline Committee the parents/guardians have a right to appeal in the first instance to the school Discipline Committee and in the case of suspension by the Board of Management to the Board of Management. Appeals should be done in writing.

Grounds for removing a suspension may include:

- The school Discipline Committee or the Board of Management may agree that another sanction be applied after discussion with parents/guardians
- New circumstances or evidence may come to light as a result of further investigation.

In instances where a student is suspended for a period of 20 or more school days in a school year Parents/ Guardians can appeal to the Department of Education using a section 29 Appeal Form. This appeal must be made no later than 42 calendar days from the date of the decision. More information is available at https://www.gov.ie/en/service/90de23-appeal-against-permanent-exclusion-suspension-or-refusal-to-enrol/#appealing-exclusion-suspension-or-refusal-to-enrol.

This application form can be returned by email to: section29@education.gov.ie *or* by post to: Section29 Appeals Administration Unit, Department of Education, Friar's Mill Road, Mullingar, Co. Westmeath. N91 H30Y

Exclusion/ Expulsion

Exclusion is the ultimate sanction and will only be resorted to when all other avenues of intervention and sanctions have been exhausted. It will also apply for extreme cases of indiscipline, including violent behaviour and or incitement to violence and where exclusion is considered the only viable option. In certain circumstances, the Board of Management having followed due processes and fair procedures, may form the opinion that a student should be expelled for a first offence. Exclusion is a very serious step and only the Board of Management has the Authority to exclude a student.

Grounds for Exclusion/ Expulsion

- For significant and continuous disruption to the learning and/or teaching process
- For a serious threat to the health and safety of the student, other students or members of staff.
- For possession of weapons and/or items which could be considered dangerous to the health and safety of the student or to others.
- For behaviour which is detrimental to the school ethos
- Verbal or written comments of a slanderous or threatening nature directed at a member(s) of staff.
- For any of the following: violence, physical assault, harassment, continuous bullying behaviour, supplying or promoting use of tobacco or electronic cigarettes or alcohol or drugs to a minor(s), extortion of money, sexual assault, serious damage to property, serious negative misuse of technology and/or social media platforms to intimidate others or incitement/inducement of others to any unlawful acts.

Due process and fair procedures will be followed in all cases and the principles of natural justice will apply. In some instances, the Board of Management may decide to exclude for a first offence.

Procedures for Exclusion:

- The school Discipline Committee or other nominees investigates the allegations.
- Student's parents/ guardians are informed in writing of the alleged misbehaviour and that it could result in expulsion.
- Students and parents are allowed to respond to the complaint at an arranged meeting with the school Discipline Committee.
- Parents and Board of Management are supplied with the records of the allegations and details of the investigation.
- Parents are notified of the grounds on which the Board are being asked to consider exclusion.
- Parents will be notified of the date of the meeting and invited to attend.
- Parents will be invited to make a written and/or oral submission to the Hearing of the Board of Management.

The Hearing:

- The Board of Management must remain impartial
- All parties involved will present their case to the Board of Management, parents/guardians, Principal or his nominee, or a student who is eighteen or over. This will be done in each other's presence.
- Parents may be accompanied to the Hearing of the Board of Management but are not entitled to legal representation at the hearing.
- Parents/guardians, student, and Principal will not be involved in the final decision-making process.
- Where exclusion is decided by the Board they must notify the Education Welfare Officer in writing of their opinion and their reason therefor, in accordance with Section 24(1) of the Education(Welfare) Act 2000

Following the Board decision according to Section 24(4) of the Education (Welfare) Act 2000

> *....A student shall not be expelled from a school before the passing of 20 school days following the receipt of a notification under this section by an educational welfare officer (5) Subsection (4)*

In the interim the Board may suspend the student to ensure that good order and discipline are maintained in the school as per Section 24 (Subsection 5) (4) of the Education (Welfare) Act 2000

> *.It ... is without prejudice to the right of a board of management to take such other reasonable measures as it considers appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.*

- If the Board after 20 days remains of the view that the student should be expelled a registered letter will be sent informing the parents/ guardians of the decision.

Parents will be informed of the right to appeal and supplied with a Section 29 Appeal application form. Appeal of the Board's decision must be made in writing to the Department of Education. This appeal must be made no later than 42 calendar days from the date of the decision of the board of management. More information is available at https://www.gov.ie/en/service/90de23-appeal-against-permanent-exclusion-suspension-or-refusal-to-enrol/#appealing-exclusion-suspension-or-refusal-to-enrol.

This application form can be returned by email to: section29@education.gov.ie *or* by post to: Section29 Appeals Administration Unit, Department of Education, Friar's Mill Road, Mullingar, Co. Westmeath. N91 H30Y

A student that has been excluded from Coláiste Gleann Lí is excluded on a permanent basis and cannot reapply for admission to the school.

Scope of the Code

(When and where behaviour will be subject to the code of positive behaviour)

The code applies to all of the students of Coláiste Gleann Lí and relates to all behaviour both during and outside of normal school hours; it applies both on and off the school grounds and on all routes leading to and from the school and on the pathway between the school and the Sports Complex. It also applies anywhere students are clearly identified or identifiable as students of Coláiste Gleann Lí. The Code of Behaviour also applies to all outings and to tours, whether or not they involve an overnight stay.

For incidents that take place outside of school and not on school business, the code of behaviour will still have effect if there is a clear link between the behaviour and the schools code of positive behaviour.

This includes:

- Behaviour in the vicinity of the school
- Journeys to and from school
- When a student is wearing the school uniform or is in some other way identifiable as a student of the school
- When the behaviours could adversely affect the reputation of the school
- When the behaviour could adversely affect the health and safety of members of the school community

Reference to school policies which deal with bullying, harassment and sexual harassment

There are in existence school policies and publications which guide school authorities in dealing with problems when they arise: They include an Anti-Bullying Policy, a Kerry Education and Training Board publication on Harassment and Sexual Harassment, Child Protection procedures, Whole School Guidance & Wellbeing Policy, Acceptable Usage Policy. All school policies are available on the school website at www.gleannli.ie.

The plan for reviewing the code:

There should be a full review of the Code of Positive Behaviour every three years. More frequent reviews may take place as required. The Code of Positive Behaviour will be included on the agenda of staff meetings at least once a year.

Appendix 1

Coláiste Gleann Lí

Excellence in Education, Care, Equality, Community and Respect

HOMEWORK



WHICH STEP HAVE YOU REACHED TODAY?

Strive for the next step!

Appendix 2

A STUDENT'S GUIDE TO ONLINE CLASSROOM ETIQUETTE

WORK SPACE
Choose a workspace that is suitable for the online classroom.



Be aware of what others will see in the background.

SHHHHH...!
Mute your mic when you are not talking or typing. Only turn it on if you are asked to speak.



BE ON TIME
Turn up – the class is to help you and your learning

Be on time for your online classes

NO PHOTOS
Do not take screenshots or photos of others online



SCHOOL RULES
School rules apply in the online classroom

Think before you type. Keep focused on the task assigned.



PRESENTATION
Dress appropriately



SPEAK UP & ASK FOR HELP
Contact teachers during school hours or make an agreement about contact times



RESPECT
Respect everyone's views online



ENJOY IT!
Enjoy this new way of learning. It is new to a lot of people and it may take time to adapt



We lead highly effective schools consistent with our core values

School Support Directorate - Education and Training Boards Ireland 2020

etbi

Appendix 3 Coláiste Gleann Lí – Reflection Sheet



Name _____ Date _____

1. What happened?

2. What were you thinking at the time of the incident?

3. Who do you think was affected by this incident?

4. How were **each** of the people listed above in (3) affected by the incident?

5. What could you have done differently?

6. What needs to be done to make things right for **each** of the people listed in 3 above?

7. How will people know you are making things right?

8. How can others help you in your decision to take responsibility for your actions?

9. What have you learned from this experience?

Appendix 4

Behaviour Expectations

You are on this card because you need to focus on improving your behaviour so you can do your best at school.

You are expected to;

- Be positive.
- Be in full uniform
- Be on time to class.
- Have all your materials for your class.
- Do all homework and classwork to the best of your ability.
- Follow teacher instruction.
- Participate fully in class.
- Allow others to work and learn.
- Model good behaviour.

C

Coláiste Gleann Lí

"Learning, Caring, Respect, Inclusion."

Student Observation Card

Student:	Class:	Date:

Instructions.

1. Bring card to all classes and give to your teacher at the start of class.
2. Card should be signed by guardian every evening.
3. Student behaviour will be reviewed on completion of this card.

Student will receive either a satisfied, unsatisfied or not applicable under the five headings.

Satisfied	√	Unsatisfied	X	Not Applicable	n/a

M T W T F	On Time	Materials	Homework	Behaviour	Participation	Additional Comments	Teacher
1							
2							
3							
4							
5							
6							

Guardians' Signature:	Date:	

Appendix 5

Behaviour Expectations

You are on this card because you need to focus on improving your time keeping so you can do your best at school.



C

Coláiste Gleann Lí

"Learning, Caring, Respect, Inclusion."

Be on Time Card

Student:	Class:	Date:

Instructions.

1. Bring card to all classes and give to your teacher at the start of class.
2. Card should be signed by guardian every evening.
3. Student time keeping will be reviewed on completion of this card. Minutes lost will be recouped with reflection time.

M T W T F	On Time	No. of mins late	Additional Comments	Teacher
1				
2				
3				
4				
5				
6				

Guardians' Signature:	Date:	Total mins. lost

Appendix 6


START
STAND OUTSIDE
TAKE A SEAT
ARRANGE MATERIALS
REFLECT
TIME UP
CLASSROOM EXPECTATIONS
Coláiste Gleann Lí
1. I will arrive on time and in full uniform
2. I will co-operate fully and give my best effort
3. I will have my books, materials and journal ready
VOICE LEVELS
0 NO TALKING
Absolute silence.
1 SPY TALK
Whisper quietly to your neighbour.
2 NORMAL VOICE
Small group work, only the group can hear you.
3 TEACHER VOICE
Presenting voice. Everyone can hear you.
4 OUTSIDE VOICE
Playground voice, never used inside.

Making Every Day Count

- **Establish a Supportive Routine**: Start each day with a familar, relaxed routine to encourage regular attendance.
- **Health and Wellbeing**: A balanced diet and sleep are pillars for getting ready for school each day
- **Communicate Openly**: Emphasize the importance of school at home and keep in touch with teachers for any attendance concerns.
- **Appreciate the Impact**: Small absences can disrupt learning. Balance family events with educational priorities.
- **Plan Wisely:** Arrange family trips during school holidays and limit absences to maintain progress.

Good Attendance means.....

being in school at least 95% of the time or 158 of 166 days

0 days off school	100%	Perfect Attendance
5 days off school	97%	Good Attendance
10 days off school	94%	Concern - at risk
20 days off school	88%	Chronic Absenteeism
30 days off school	82%	Chronic Absenteeism

Partnership in Education

Collaboration is key to ensuring that our students thrive through regular attendance.

- **United Effort:** Recognise the vital role you, as parents, play alongside teachers and school staff in supporting your child's education.
Encourage your child to see the value of daily attendance and active participation in school.

- **Open Lines of Communication:** Feel free to reach out to us for support or advice on any issues your child may face.
Our door is always open for discussion to find the best solutions together.

- **Staying Connected:** Stay informed and engaged through our various communication channels including Parent/Student/Teacher meetings.
Attendance is about being present; it opens doors to a world of opportunities

Every Minute Counts

Partial Absences = LOST LEARNING

Student leaves school ONE hour early on 12 school days	2 days lost!
Student leaves school TWO hours early on 12 school days	4 days lost!
Student leaves school THREE hours early on 12 school days	6 days lost!

Appendix 7

National Attendance Strategy

Kerry ETB Post Primary Attendance Initiative

Insert School Crest

Every School Day Counts

Promoting Regular School Attendance for Student Success

Bord Oideachais agus Oiliúna Chiarraí
Kerry Education and Training Board

Introduction

Kerry ETB & (***Insert School name***) proudly launches the **Every School Day Counts** campaign as part of the National Attendance Strategy.

Aim:

This strategy was launched by the Dept of Education and Tusla Education Support Service. The aim is to foster a community where every school day is an opportunity for growth, learning, and development

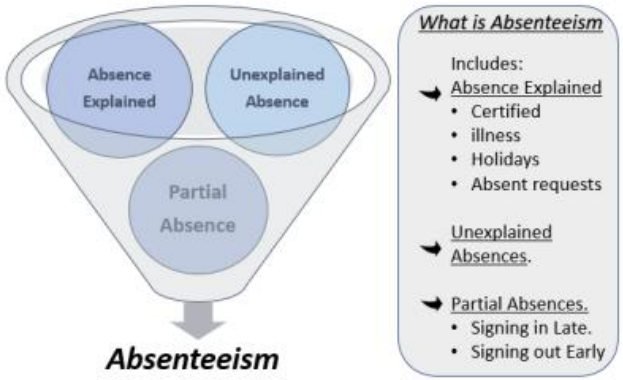
Research:

Based on the research of Dr. Patricia Graczyk from the University of Illinois, these attendance tiers provide a framework to understand and address student attendance. Each tier reflects a different level of school attendance, helping us identify and support students effectively.

Importance:

This leaflet highlights the vital role of regular attendance in your child's educational journey. Missing out on days in school means missing out on valuable learning opportunities

3 Tier Attendance Model



Tier 1 : Regular Attendance

- Above 95% attendance
- Good attendance is vital in your child's success on their educational journey

Tier 2 : At-Risk of Chronic Absenteeism

- 90-95% attendance.
- Calls for early interventions to support success

Tier 3 : Chronic Absenteeism

- Below 90% attendance
- Requires immediate support.
- School absence is over 20 day it may require referral to Education Welfare Officer

The Ripple Effect of Attendance

Just as ripples spread out when a single pebble is dropped into water, the effects of regular attendance stretches beyond the classroom. It shapes character, nurtures potential and builds the foundation for your child's future.

Academic Performance:

- Regular attendance leads to higher grades and better understanding of class material.

Social Skills Development:

- Being in school regularly helps students to build strong relationships with peers and teachers.
- It enhances their ability to work in teams, resolve conflicts and develop empathy.

Future Opportunities:

- Each day in school is a step towards future academic and career success.
- Regular attendance instils discipline, responsibility and skills valued in further, higher education and the workplace.

Appendix 8

GROWING RESPECT IN OUR SCHOOL



WEEK 1: INTRODUCTION REFLECTION



WEEK 2: SELF-RESPECT REFLECTION



WEEK 3:
RESPECT FOR TEACHERS
REFLECTION



WEEK 4:
RESPECT FOR PEERS
REFLECTION



WEEK 5: RESPECT FOR SCHOOL ENVIRONMENT
REFLECTION



Appendix 9

A day in my life at Coláiste Gleann Lí



I arrive at school in my full school uniform and go to my locker to get my books for class. I do this as I am only allowed to go to my locker before 8:56 am, at break-time, lunchtime and at the end of the school day.

When the first bell rings at 8:56 I am ready with my bag and make my way to my first class. I want to be on time as I do not want to disrupt teaching and learning in my classroom. If I am late to first class in the morning I will be put on lunchtime reflection from 1:15 to 1:25. Lunchtime reflection is primarily for being late, having incorrect uniform, no journal or wearing excess jewellery. But also is used at the discretion of my year head. Any morning I am late to school I will bring a note explaining my lateness and sign in at the school office when I arrive. If I fail to do this I will be marked absent for the day and a text will be sent home.

I walk to class conscious of other students in the corridors and am chatting to my friends in a low voice as to avoid any unnecessary noise when moving between classes.

I was absent yesterday so I have completed my absent slip and must give it to my Year head today. My parents are going to download the school app and they will be able to submit absences here instead of using the absence slips.

I enter the classroom quietly and calmly and great my teacher on the way in. In class I immediately follow the classroom expectations; Arriving on time and in full uniform with my coat/ jacket off, Co-operating fully and giving my best effort and I have all my books, materials and journal ready.

Here I am ready and willing to learn. I get involved and I ask questions if I need help by putting up my hand to attract the teachers attention. In class I get great support from my teacher and SNA. I understand the importance of having my homework done as it reinforces what I have done in class and it is also part of my study routine. In each class throughout the day I will record my homework in my student journal. If I don't have my homework done on one given day my teacher will give me a verbal warning or other sanction they deem appropriate. If I have incomplete homework on three occasions I will have a lunchtime reflection and the teacher may make contact with my parent/ guardian and my year head.

At the end of class I pack my bag and go to the next class. I already have all my materials and so will not visit my locker.

At 11:00 I have my morning break. I am not allowed leave the school grounds at any time as I am Junior student so I can take a talk with my friends in the designated seating in the canteen or in the outdoor shelter area. I will only eat in these areas as this keeps the school environment clean and litter free. I use the bins provided and am aware of the importance of recycling and keeping our environment clean.

If I have any books to return or get from my locker I do so now. Not having correct material for class causes disruption and effects my learning so it is important I am prepared. I also use the toilet now to avoid losing out on class time. At school I want to be on time as I realise the importance of not causing disruption to teaching and learning and am aware of how much learning time I can lose out on if I am just one minute to class. If I am just 1 minute late to each class I will lose out on 16.5 classes a year!! When the bell rings at 11:15 I make my way to class.

If I need to use the toilet during class time I will get the permission from my teacher and return quickly to class. I never use the toilet between classes as I do not have permission and it will cause me to be late for class. Whenever I am out of class during class time I need permission from my teacher whom will sign my journal so teachers will know I am out with permission. If I do not have a trust pass I will be asked to return to class.

If I am placed on lunchtime reflection for I will go to Room 5 at 1:15 until 1:25. Here I will complete a Reflection task sheet so I must bring a pen with me. I will sit in the seat assigned to me by the supervising teacher and quietly complete my task without distracting or disturbing anyone else present. If I fail to show up to lunchtime reflection I will get an after-school Reflection.

During lunchtime as I am a junior I cannot leave school grounds. Senior students are allowed to leave school grounds during lunchtime with permission. Just like morning break I eat in the designated eating areas in canteen or shelter area. At lunchtime I can play activities and sport on the astro turf or visit the library. At all times I will move around school quietly (voice level 2) and respectfully and always co-operating with the supervising teachers especially in relation to areas which are out of bounds.

Again at lunchtime I have time to go to the toilet and my locker. At 1:45 the bell sounds and so I move to class. If I am late for the class after lunch I will automatically be put on lunchtime reflection on the following day.

In all classes throughout the day I follow the classroom expectations. If I misbehave or do not follow these expectations I can get in trouble. If I fail to follow teacher instruction I can get suspended which is very serious. If I am removed from class I could have an after school Reflection. I get on really well in this school and there is so many positive things for students to do. Today, I got a merit for volunteering to help a teacher which was great and I can't wait to tell them at home. At the start of the school year we go through the Code of Behaviour in class and this is a great help in showing me what is expected.

At 3:45 school ends for the day and I walk to the bus stop to get my Bus. It has been a good day.

Appendix 10


Top Tips for Surviving Secondary School!
Be prepared!
Look at your timetable and make sure you know where to go and when.
Be organised!
Make sure you have the right books and equipment with you for each lesson.
Be enthusiastic!
Teachers won't expect you to get every answer right, but they will be impressed if you try your best and 'have a go' at learning new things.
Be resilient!
Sometimes things won't go your way - they will be difficult or unfair or embarrassing. This is normal and happens to everyone, so don't worry. Just say to yourself, 'tomorrow's another day'...
Be brave!
It might seem hard to make new friends, but everyone is feeling the same way. Say hello!
Be kind!
If someone else seems to be having a hard time, try to help. This is a good way to make friends and hopefully they will return the favour.
Be yourself!
Believe in yourself! You can do it!
Be honest!
If you do something wrong or forget something, it's much better to own up straight away.
twinkl.co.uk

Appendix 11

Information for Parents on E-Cigarettes

Developed by the HSE – May 2023

E-cigarettes are harmful to children and young people. There are direct harms caused by e-cigarettes and e-cigarette use increases the chances that children and young people will start smoking tobacco cigarettes.

What are e-cigarettes?

E-cigarettes (electronic cigarettes), are battery-powered devices that people use to heat liquid into an aerosol that can be inhaled. This process of inhaling the aerosol is called *vaping*.

The liquid in e-cigarettes usually contains nicotine, as well as other chemicals and flavourings.

E-cigarettes are sometimes referred to as vapes or electronic nicotine delivery systems (ENDS). Young people may refer to them by a variety names. Here are some examples, some of which are brand names:

- Vapes E-cigs
- Vape pens Mods
- Puff bars Pods
- Elf bar
- Lost Mary

There are two main types:

- Refillable
- Disposable

Both disposable and refillable e-cigarettes contain the same products.

What do they contain?

E-cigarettes contain a number of chemicals, including the highly addictive substance called nicotine.

The level of nicotine varies and some e-liquids can contain as much nicotine as a pack of 20 cigarettes. Some vape product labels do not show that they contain nicotine. Some vape liquids sold as 0% nicotine have been found to contain nicotine.

While e-cigarettes may be less harmful that tobacco cigarettes, we do know that they are not harmless. Here are some of the chemicals that are in e-cigarettes:

- Nicotine
- Ultrafine particles that can be inhaled deep into the lungs
- Flavorings such as diacetyl, a chemical linked to a serious lung disease
- Volatile organic compounds
- Cancer-causing chemicals
- Heavy metals such as nickel, tin, and lead

Many e-cigarettes also contain flavours, which are especially appealing to children and young people. Here are some examples of the flavours available:

- Strawberries and cream
- Grape

- Pink lemonade
- Watermelon
- Bubble gum
- Fizzy juice
- Cotton candy
- Blueberry
- Juicy fruit
- Cherry

What is nicotine?

Nicotine is a highly addictive substance that is found in cigarettes and most e-cigarettes. It is quickly absorbed into the bloodstream, releasing dopamine.

Dopamine is the 'happy' chemical that our bodies produce. Each time a person inhales nicotine they get a rush or sense of pleasure from this release of dopamine. However, the dopamine levels drop very quickly and the body then craves more in order to feel that rush or pleasure.

Nicotine has been proven to be as addictive as cocaine and heroin and may even be more addictive.

This is why it is so difficult to quit smoking or vaping when a person becomes addicted.

What about disposable e-cigarettes, do these contain nicotine?

Yes, disposable e-cigarettes do contain nicotine. They are simply a more convenient and sometimes cheaper option compared to the refillable products.

What about e-cigarettes that do not contain nicotine, are these harmful?

Tests conducted on a number of high street vapes in Ireland found that some vape liquids sold as 0% nicotine have been found to contain nicotine.

Are e-cigarettes harmful for children and young people?

Nicotine affects memory and concentration. Young people are uniquely at risk for long term, long lasting effects of exposing their brains to nicotine. These risks include nicotine addiction, mood disorders and permanent lowering of impulse control.

The brain of a child and young person is still developing. This means that they are more vulnerable to the addictive power of nicotine. Using nicotine can change a child or young person's brain and make them crave more nicotine.

Nicotine can also train the brain to be more easily addicted to other drugs like cocaine.

When a person is dependent on (or addicted to) nicotine and stops using it, their body and brain has to get used to not having nicotine. This can result in temporary symptoms of nicotine withdrawal.

Nicotine withdrawal symptoms include irritability, restlessness, feeling anxious or depressed, trouble sleeping, problems concentrating, and craving nicotine.

Youth may turn to vaping to try to deal with stress or anxiety, creating a cycle of nicotine dependence. But nicotine addiction can be a source of stress.

What may start as social experimentation can become an addiction.

- More research is needed in Ireland but in the US the most common reason middle and high school students give for *trying* an e-cigarette is "a friend used them."

- The most common reason youth give for *continuing* to use e-cigarettes is "I am feeling anxious, stressed, or depressed."

Youth e-cigarette and cigarette use have been associated with mental health symptoms such as depression.

The Health Research Board (HRB) completed a number of reviews into e-cigarettes. Below are some of the findings:

They found that e-cigarettes are associated with adolescents starting to smoke tobacco cigarettes, which could potentially lead to serious harm. While e-cigarettes may be less harmful than conventional tobacco, they are not harmless. Some of the harms identified included poisoning, burns, fractures, lung injury and exacerbations of asthma. There is also evidence that they may damage tissues of the heart and lungs. They contain carcinogens – chemicals that can cause cancer.

Is vaping as harmful as smoking cigarettes?

Compared to cigarettes, vaping may be less harmful. But vaping is not harm-free. We do not know the long-term health impact of vaping. As detailed above, they contain a number of chemicals, some of which are linked to cancer and other lung diseases.

How to approach your child to discuss the dangers of e-cigarette use

Talking to your child about e-cigarette use or vaping might feel uncomfortable, but it's a very important discussion to have. Vaping is growing in popularity – In 2019, the European School Survey Project on Alcohol and Other Drugs (EPSAD) carried out a national survey on e-cigarette use among 15-16 year olds. It found that in Ireland, 39% of 15-16 year olds have tried e-cigarettes and that 18% reported as being current users of e-cigarettes.

Here are seven suggestions for how you could start talking with your teen about vaping.

1. Look for a natural conversation starter.

Maybe it's an ad for e-cigarettes, or you notice someone vaping, or you pass a vape shop. Take the opportunity to ask your child questions about vaping and whether a lot of kids at their school are trying it.

2. Explain that most e-cigarettes do contain nicotine.

Some children/teens believe e-cigarettes contain only water and flavourings. Marketing messages have suggested as much but share the research with your teen that proves e-cigarettes contain a nicotine solution. The Surgeon General's website or the National Institutes of Health/National Cancer Institute's website is a good place to start. Emphasise that nicotine is addictive. If you're an ex-smoker, describe how hard it was to quit because of that addiction to nicotine.

3. Point out the dangers of vaping without judgment and let them know you're concerned about their health.

According to the CDC, vaping exposes users to harmful chemicals and increases their risk of addiction. The CDC and other government agencies in the US are also investigating serious lung illnesses that are potentially associated with vaping. In addition, the human brain continues to develop until about age 25, and nicotine can harm that development – affecting parts of the brain that control learning, mood, and impulse control. Bottom line: Vaping is not safe.

4. Remind them that not everyone vapes.

It might seem that way, but most Irish young people – about four out of five - are not regular e-cigarette users. Check out the European Schools Project on Alcohol and other Drugs Ireland survey for more information.

5. Have them calculate the monthly cost of vaping.

E-cigarette starter kits cost around €14. Then there are the costs of vape pods, e-liquid (or e-juice), coils, and other accessories. Disposable vapes generally cost around €8 each in Ireland. Depending on the frequency with which they are used, they tend to last around 24 hours before they are thrown away.

6. Reach your teen through their screen.

Electronics can offer a good way to communicate with your child. Highlight that there is misinformation on the internet and in print about vaping and encourage them to access trusted sources of information such as on the HSE and the CDC websites.

7. Keep the conversation going.

Talking about vaping isn't a "one-and-done" conversation – bring it up again from time to time. Discuss it calmly. If you need additional support, consider asking a healthcare professional to talk to your teen about the risks of e-cigarettes.