Gaelcholáiste Reachrann

Code of Positive Behaviour 2026

Reviewed and amended by Board of Management on

9th of June 2026

1 Basic Principles

The basic goals of the code of behaviour include:

- Creating a climate that encourages and reinforces good behaviour.
- Creating a positive and safe environment for teaching and learning.
- Encouraging students to take personal responsibility for their learning and their behaviour.
- Helping young people to mature into responsible participating citizens.
- Building positive relationships of mutual respect and mutual support among students, staff and parents.
- Ensuring that the school's high expectations for the behaviour of all the members of the school community are widely known and understood.

Note: If any discrepancy arises between the Irish and English versions of this policy, the Irish version will take precedence.

2 Principles

The code of behaviour was created in order to set a standard of behaviour. Standards of behaviour outlined in the code of behaviour include values such as;

- Respect for self and others
- Kindness and willingness to help others
- Courtesy and good manners
- Fairness
- Readiness to use respectful ways of resolving difficulties and conflict
- Forgiveness

Code of positive behaviour - Introduction:

Respect is at the heart of the Gaelcholáiste Reachrann Code of Behaviour; Self-respect, mutual respect, respect for the environment and respect for the Irish language, in the class room, in the school and at school events. This is clear throughout the code of behaviour, and the entire school community work together based on this principle. As a school community we believe that this fosters a cooperative environment among the various parties and that it enriches the holistic development of the student.

2.1 Everybody will behave in a polite and respectful manner towards each other.

2.2 Each student will behave in class in order to foster a positive learning environment in the classroom. Students will show respect for themselves, other students, and staff at all times. Such a positive environment will encourage progress in school or on any school related activities.

2.3 An Ghaeilge is the language of communication in the school, and during extra-curricular activities.

2.4 Each student will pay attention to the teacher and follow the teacher's instructions at all times.

2.5 Each student will bring all necessary equipment and materials to class.

2.6 It is **essential** that each student has the school diary on their desk in each class.

2.6.1 In the case of a student not having the diary (as above mentioned) the following procedure will come into place:

2.6.2 **First Occasion:** (During the school term): The matter will be discussed with the student and he/she will collect a temporary diary from the form tutor.

2.6.3 **Second Occasion:** (During the school term): The matter will be discussed with the student and he/she will collect a temporary diary from the form tutor.

2.6.4 **Third Occasion:** (During the school term): The student will collect a temporary diary from the form tutor and will receive a one hour detention.

2.6.5 **Fourth Occasion:** The form tutor will contact parents /guardians to discuss the matter, after which the matter will go on to the Year Head.

2.6.6 Students are to collect a temporary diary from the form tutor (Year Head/Deputy Principal/Principal, when necessary) only. Students must hand up the temporary diary to the form tutor the following day who will keep it in his/her form class records.

2.6.7 The school diary is a school document where a record of students' behaviour and continuous progress is recorded. The school diary is the first step in communication between the school and parents/guardians, as such should be given to a teacher on request. Any form of destruction or the writing of notes by students on their own diary or on the diary of another student is strictly forbidden. The student is ultimately responsible for maintaining a neat and tidy diary at all times. If the diary is lost or in an unsatisfactory condition a new diary at the cost of €10 must be purchased.

2.6.8 The form tutor will monitor and sign the diary on a regular basis. Parents/guardians are requested to sign the diary on a weekly basis or when deemed necessary.

2.7 Classrooms will be kept clean and tidy and students are requested to put chairs on/under the tables at the end of the day. Eating and drinking are strictly forbidden during class time except in exceptional circumstances, e.g.; certain illnesses **(the school must be informed of this in writing beforehand).**

2.8 Students are expected to complete homework on time and to the best of their ability. Homework must be completed by the deadline given and students must have the homework in the relevant class.

2.9 Students will follow the appropriate Health and Safety Policy, which has been established in accordance with the various subjects.

2.10 Students are permitted to go to their lockers at the start of the school day, at break time, at lunchtime and at the end of the school day only. The school is not responsible for any personal items that go missing from the locker. The students are responsible for the safe-keeping of all their personal belongings and as such are required to keep their lockers locked at all times during the day.

3 School Uniform

3.1 Each student is obliged to wear the school uniform and to maintain a clean and neat appearance. Fully black is the only accepted colour for shoes (including soles and laces) as part of the school uniform, apart from exceptional circumstances whereby the Principal/Deputy Principal will advise students otherwise (e.g.; permission to wear boots during heavy snow). School uniform to be listed here *'f'* (feisteas) will be written into the diary in the case of the appropriate uniform not being worn.





Girls	Boys
Navy skirt or navy trousers	Navy trousers
(Junior) Cream blouse **(Senior)** Blue Blouse	Blue shirt
(Junior) Maroon v necked jumper **(Senior)** Navy v necked jumper School fleece available from the school **(Junior)** Maroon **(Senior)** Navy	**(Junior)** Maroon round necked jumper **(Senior)** Navy round necked jumper School fleece available from the school **(Junior)** Maroon **(Senior**) Navy
Shoes: Black only	**Shoes**: Black only
Socks: Navy or navy/black tights.	**Socks**: Navy
Coat: School coat only - navy	**Coat**: School coat only - navy



3.2 The school tracksuit must be worn only on days where PE is timetabled for the student (sample above). The school tracksuit must be worn for all sporting events, games, sporting trips/activities/competitions whereby students are representing the school. The full tracksuit must be worn in conjunction with the correct footwear mentioned. Footwear such as *Converse*, *Uggs*, *Crocs* and similar are not permitted.

3.3 Runners must be worn during games at lunchtime or at any other relevant time when sports games are played. School fleeces are available (optional) and can be worn over the school shirt and jumper. Students are not allowed to wear the school fleece instead of the school jacket except on these occasions.

3.4 The wearing of jewellery is limited to discrete jewellery. Visible body piercings are totally forbidden with the exception of discrete ear rings. Visible hoop earrings and nose rings are forbidden.

3.5 The wearing of makeup is limited to light and discrete foundation only. Eye makeup is not allowed.

3.6 Students are expected to maintain a natural hair colour.

4 Personal Safety

4.1 The self-respect of the student and respect for their own personal safety will be promoted.

4.2 The use or possession of drugs, lethal substances, tobacco (including 'vapes' and e-cigarettes) or any alcoholic beverages are strictly forbidden to students within the school, on the school premises, while attending school events or when wearing the school uniform. Students are strictly forbidden to enter the school premises and/or to attend school events under the influence of any of the above-mentioned substances.

4.3 Every student has the right to work and learn in a safe environment, free from any form of harassment or maltreatment. Irresponsible or anti-social behaviour will not be tolerated. The anti-bullying policy will be adhered to at all times.

4.4 It is the responsibility of parents/guardians to provide the school with any relevant information in writing in relation to the health of the student

5 Personal Property and the School Environment

5.1 Students are strictly forbidden to have in their possession mobile phones, smart watches or any such electronic equipment that is not switched off and put in their Yondr pouch during school day. The school does not accept responsibility for any such equipment.

5.2 In the case of a mobile phone (with SIM card)/or any electronic equipment being confiscated from a student, the student will collect the phone etc from the school secretary at the end of the school day (see appendix to Acceptable Use policy with regards to Yondr.) School authorities will not keep a mobile phone during any school holidays.

5.3 Students will make contact with Parents/guardians via the school phone *only* during the school.

5.4 Students are obliged to keep a lock on their lockers at all times. The school will not accept responsibility for any personal property which is left in the school and not locked in the student's locker or in any other suitable place specified to students by school authorities. The school lockers are a part of school equipment and each student is responsible for the maintenance and condition of their own locker. Students must ensure that lockers are kept clean and tidy and that they are not damaged.

5.5 Each student is obliged to respect the school environment and to keep it clean and tidy.

5.6 If a student causes any damage to school property, at school or while attending a school event, he/she will be responsible for paying for the cost of repairing that damage.

5.7 Chewing gum is strictly prohibited on the school premises.

5.8 In order to respect the privacy and integrity of all individuals in the school, camera/video facilities on mobile phones/iPads and any recording without permission on the school premises is not allowed. This includes photographs of school work on the whiteboard without the teacher's explicit permission.

5.9 No member of the school community is permitted to take any belongings or equipment that does not belong to him/her without permission.

6 Attendance and Punctuality System

6.1 Attendance

Students are required to attend school regularly. If a student is absent for any reason, parents/guardians must follow these procedures:

6.1.1: A message will be sent home from the office before 10 a.m. in the case of student absence.

6.1.2: Parents/guardians must inform the school of the reason for any absence (Education Welfare Act 2000, Section 18). This must be done in writing in the school journal/TYRO,

along with any medical certificate, explaining the absence when the student returns to school. The Class Tutor will record the reason for absence as “AbsEx” (Explained Absence) on TYRO.

6.1.3: If a student is absent for two or more consecutive days, parents/guardians should phone the school with the reason for the absence as well as send a note upon return.

6.1.4: In cases of frequent absence, the Class Tutor will phone home to investigate.

6.1.5: If attendance does not improve, parents/guardians must attend a meeting with the Year Head or Deputy Principal to find a solution.

6.1.6: If no improvement occurs, the case will be discussed with the Principal to find a resolution.

6.1.7: It is the duty of the Principal/Deputy Principal to notify the Education Welfare Officer in writing if a student misses 20 or more school days in a single academic year.

6.2 Punctuality

6.2.1: All students must be on time. School begins at 08:25. The roll is taken during the first class.

6.2.2: If a student is late:

i. They must enter through the main entrance and sign in at the Secretary’s Office in the "Sign-In Book".
ii. Then proceed directly to class.
iii. Apologize to the teacher and confirm they have signed in. The teacher marks the student as ‘L’ (Late) on TYRO.
iv. The student must complete all missed classwork and homework.

If a student is late three times within a fortnight (rolling), they will serve detention on Friday. The student will be notified in advance and an email will be sent home. In the case of ongoing issues, parents will be asked to meet with the Year Head to discuss the matter and find a solution.

6.3 Leaving the School Early

6.3.1: No student may leave school premises during the day without permission from the Class Tutor/Year Head/Deputy Principal/Principal. If leaving early, parents/guardians must provide a written explanation or submit it via TYRO beforehand. The student gives the note to the appropriate authority, and the Class Tutor marks it as “FL” (Early Leave) on TYRO.

6.3.2: If leaving early due to illness, the student must inform their Class Tutor, and a parent/guardian will be contacted. Parents/guardians are responsible for collecting the student or arranging for their collection and informing the school.

6.3.3: Students must sign out every time they leave the school early.

6.4 Leaving School at Lunchtime

Senior students (5th & 6th year) may leave the school at lunchtime as a privilege under certain conditions. They will be given a permission letter at the start of the year, which parents/guardians must sign. This privilege may be revoked if the student does not return on time.

7 Internet Access

7.1 Students are strictly forbidden to use computers or their iPad without permission. See Acceptable Use Policy for more information.

8 Rewards and Sanctions

Introduction:

- The Board of Management is responsible for and the implementation of the Code of Positive Behaviour.
- The Principal and the Deputy Principal are responsible for promoting positive behaviour and discipline in the school.
- The Year Head is responsible for promoting positive behaviour and discipline in the school.
- The Form Tutor monitors student behaviour within the various classes.
- The class teacher is responsible for promoting positive behaviour and maintaining a positive learning environment within his/her own classroom. They are also responsible together with the other teachers for maintaining a sense of calm and structure in the school in general.

The Purpose of Rewards:

Promoting good behaviour is the main goal of the code. We believe that rewards help to promote this principle by;

- Developing and fostering a positive relationship between teachers, parents and students
- Promoting a positive school atmosphere
- Promoting respect for the Irish language among the school community
- Setting a clear standard which is understood by everyone
- Encouraging students to participate in school life and to reach their full potential

- Encouraging responsibility and self-esteem among students
- Encouraging students to behave in a manner that supports their own learning and development
- Demonstrating fairness and equality to students and to the entire school community
- Emphasising the holistic development of the student

The Purpose of Sanctions:

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

- Helping students to learn that their behaviour is unacceptable
- Helping students to recognise the effect of their actions and behaviour on others
- Helping students to understand that they have choices about their own behaviour and that all choices have consequences
- Helping students to learn to take responsibility for their behaviour

A sanction may also:

- Reinforce the boundaries set out in the code of positive behaviour
- Signal to other students and to staff that their wellbeing is being protected

In instances of more serious breaches of school standards, sanctions may be needed to:

- Prevent serious disruption of teaching and learning
- Keep the student, or other students or adults, safe

8.1 It is recognised that it is important to reward students who make a positive contribution to school life. This can be done in a number of ways:

8.1.1 Praise in the classroom (orally) from the teacher and/or school authorities/on TYRO/in the school diary
8.1.2 Presentation of certificates at the end of each term - College Awards.
8.1.3 Positive comment in school diary
8.1.4 Public recognition at school assemblies and in school newsletter, on school's social media/School App
8.1.5 Delegation of responsibilities to students.
8.1.6 Trips
8.1.7 Non-uniform day
8.1.8 Guest Speaker
8.1.9 Pizza & film

8.2 The following strategies/sanctions may be used in the case of unacceptable behaviour:

8.2.1 Reasoning with the student
8.2.2 Reprimand, including advice on how to improve

8.2.3 Move place in class
8.2.4 Giving the student a useful task to carry out in the school
8.2.5 Note in the homework diary
8.2.6 Extra homework given
8.2.7 Extra work to be completed at lunchtime
8.2.8 A complaint slip given to student (B.G. written in the diary)
8.2.9 The removal of a student from class when earlier agreed with Principal/Deputy Principal
8.2.10 Detention
8.2.11 Loss of privileges e.g.; not allowed to go out at lunchtime or attend a school activity
8.2.12 Daily report
8.2.13 Contract of Behaviour
8.2.14 Internal suspension
8.2.15 Suspension

8.3 The following strategies will come into place in the case of a student breaking the school rules:

8.3.1 The matter will be discussed with the student/ or verbal warning
8.3.2 A note will be made in the homework diary as a record of unsatisfactory behaviour.
8.3.3 In the case of continuous unacceptable behaviour, the student will receive a complaint slip (bileog ghearáin). The complaint slips are at the back of the homework diary.
8.3.4 In the case of continuous unacceptable behaviour/lack of work the Form Tutor/Year Head will put the student on report card.

8.3.4.1 **Report Card**:

- The Form Tutor/Year Head will send a letter home to parents/guardians explaining that the student in on report and the reason why.
- Parents/guardians are requested to sign this report card every day.
- The student will keep the report card for the week and he/she will hand it to the relevant teachers at the start of each class.
- At the end of the week the Form Tutor/Year Head will discuss the report card with the student.
- The Form Tutor/Year Head will keep the report card as a record of the student's behaviour.
- In the case of a student losing the report card, the Form Tutor/Year Head will investigate and will contact parents/guardians to discuss the matter if necessary.

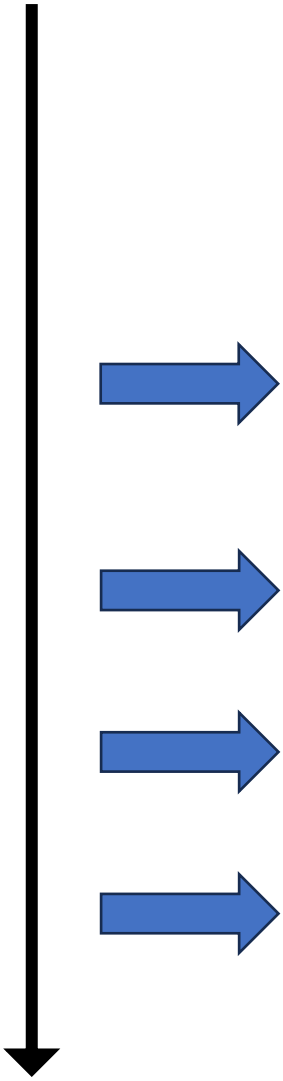
8.3.5 If necessary the Form Tutor will refer the case to the Year Head.
8.3.6 If necessary the Year Head will discuss the next step with the Principal/Deputy Principal.

8.3.7 There will be cases whereby **detention** will be used as a strategy to assist in improving the student's sense of responsibility: e.g. bad timekeeping, continuous unacceptable behaviour, continually failing to complete homework etc. The student will be informed of the detention the day before at the latest. Detention will usually be held on a Friday after school. It is the responsibility of the student to make whatever necessary arrangements in order to attend.

8.3.7.1 In the case of a student failing to attend detention on the Friday, parents/guardians will be informed. The student will do the detention the following week *and an additional* lunchtime detention organised by the Principal/Deputy/Year Head. Consistent failure to attend detention may result in more serious sanctions, such as suspension.

Disciplinary Procedures

Serious incident at any time



Inappropriate Behaviour	Possible Interventions
Verbal warning	The class teacher will give a verbal warning.
Comment in school diary Sanction	Teacher talks with student and may contact home.
Complaint Slip Sanction	Form tutor will speak with student (BG written in diary). Parents may be contacted.
Student on Report Sanction	Form tutor will speak with student and will speak/meet with parents. Daily signature required on report card.
Student will come before the Year Head Sanction	The Year Head will speak with student. They may speak / meet with parents / guardians.
Student will come before Deputy Principal Sanction	Deputy Principal will speak with student. They may speak / meet with parents / guardians.
Student will come before Principal Sanction	Principal will speak with student. They may speak / meet with parents / guardians.
If behaviour persists, **Student will come before the Board of Management and/or the DDLETB.**	Board of Management may meet with student and/or parents.

Parents/Guardians and/or student may request a meeting with a staff member at any stage of the process.

9 Students with Additional Educational Needs:

9.1 Teachers will take particular care that they help the student with additional needs understand clearly the purpose of the sanction and the reason why their behaviour is unacceptable.

10 Roles and Responsibilities of Various Parties:

10.1 Roles / Responsibilities of Teaching Staff and School Management

10.1.1 Every class teacher is responsible for his/her class and it is the responsibility of that teacher to maintain a positive learning environment in his/her class and to make certain that his /her approach is consistent and fair and that supports the school's Code of Positive Behaviour.

10.1.2 Teachers and Management will endeavour to maintain a consistent and fair approach to supporting positive behaviour.

10.1.3 Teachers and Management will endeavour to foster a mutually respectful relationship between students, parents/guardians and all staff.

10.1.4 Teachers and Management will reward positive behaviour and learning achievements/effort and general progress.

10.1.5 Teachers and Management will follow and adopt clearly defined procedures/sanctions in an effective, fair and helpful manner.

10.1.6 Teachers will implement appropriate teaching strategies and mixed methodologies to enable all students to achieve their potential

10.1.7 Teachers and Management will support students through an effective pastoral care system and through the 'Social, Personal and Health Education' programme.

10.2 Roles and Responsibilities of Parents/Guardians

10.2.1 Parents/Guardians and teachers are the significant adults in the lives of the young people at school. Parents/Guardians will encourage positive student behaviour by;

10.2.2 Fostering mutually respectful relationships between students, parents/guardians and all staff

10.2.3 Supporting the school in its high expectations of positive behaviour and high standards of achievement and by encouraging and supporting their children's progress

10.2.4 Informing the school of concerns which may affect the child's progress

10.2.5 Providing feedback through the Parents' Association in relation to policies.

10.3 Roles and responsibilities of Students

10.3.1 Students are the centre of the school community. He/she is responsible for his/her own behaviour and will engage in responsible and positive behaviour by:

10.3.1.1 Speaking Irish at all times

10.3.1.2 Respecting each other, the college staff and any visitors to the college

10.3.1.3 Creating a positive learning atmosphere in the classroom

10.3.1.4 Working to the best of their ability to achieve the best possible education

10.3.1.5 Acting in a safe manner and considering the safety of others

10.3.1.6 Showing respect for other people's property and the school environment

10.3.1.7 Supporting the Student Council in its role as a voice for the students

10.3.1.8 Raising issues which concern you with the appropriate person

10.3.1.9 Keeping the school environment clean and tidy

11 Suspension

Suspension is defined as:

> 'Requiring the student to absent himself/herself from the school for a specified, limited period of school days'
>
> (Developing a Code of Behaviour: Guidelines for Schools, National Educational Welfare Board, 2008)

During the period of a suspension, the student retains their place in the school.

11.1 The grounds for suspension:

11.1.1 Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school management will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as that:

11.1.1.1 The student's behaviour has had a seriously detrimental effect on the education of other students

11.1.1.2 The student's continued presence in the school at this time constitutes a threat to their safety or the safety of those around them

11.1.1.3 The student is responsible for serious damage to property.

11.1.2 A single incident of serious misconduct may be grounds for immediate suspension.

11.2 Suspension as part of a behaviour management plan:

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

11.2.1.1 Enable the school to set behavioural goals with the student and their parents

11.2.1.2 Give school management an opportunity to plan other interventions

11.2.1.3 Impress on the student and their parents/guardians the seriousness of the behaviour

11.3 Procedures in respect of suspension:

11.3.1 When a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, school management will observe the following procedures:

11.3.1.1 Inform the student/parents of the complaint

11.3.1.2 Give parents/guardians and students an opportunity to respond – this may be in person or over by way of a phone conversation.

11.4 Implementing the suspension

11.4.1 When school management make a decision to suspend a student, the following procedure will be followed; (Education Welfare Act 2000, Section 23 (2));

11.4.2 **Written Notification:** A letter will be sent home and the Board of Management will be notified.

11.4.3 The letter should confirm:

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

11.4.3.2 The reason(s) for the suspension.

11.4.3.3 Any study programme to be followed.

11.4.3.4 The arrangements for returning to school, including any commitments to be entered into by the student and the parents/guardians.

11.4.3.5 The provision for an appeal to the Principal

11.5 Where a decision to suspend has been made, it can maximise the impact and value of suspension if the Year Head/Deputy Principal/Principal or another member of management contacts/meets with the parents/guardians to emphasise their responsibility in helping the student to behave well when the student returns to school and to offer help and guidance in this.

11.6 Where parents/guardians do not agree to speak/meet with the Year Head/Deputy Principal/Principal, written notification will serve as notice to impose a suspension.

11.7 After the suspension ends.

11.7.1 A period of suspension will end on the date given in the letter of notification to the parents/guardians. Certain conditions will be agreed with the student before returning to class.

11.8 Appeals

11.8.1 At the time when parents/guardians are being formally notified of a suspension, they and the student should be told about the right to appeal to the Principal.

12 Expulsion

The grounds for expulsion:

12.1 Expulsion should be a proportionate response to the student's behaviour. Expulsion of a student is a very serious step, and one that should only be taken by the Board of management in extreme cases of unacceptable behaviour. The school will take significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

12.1.1 Meeting with parents/guardians and the student to try to find ways of helping the student to change their behaviour
12.1.2 Making sure that the student understands the possible consequences of their behaviour, if it should persist
12.1.3 Ensuring that all other possible options have been tried
12.1.4 Seeking the assistance of support agencies.

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

12.2.1 The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
12.2.2 The student's continued presence in the school constitutes a real and significant threat to the health and safety of other students, staff members

12.2.3 The student is responsible for serious damage to property (personal, school or other)

12.3 Expulsion for a first offence

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

12.3.1.1 Possession or use of illegal substance on school premises or while representing the school

12.3.1.2 A serious threat of violence against another student or member of staff

12.3.1.3 Actual violence or physical assault

12.3.1.4 Providing illegal drugs to other students in the school

12.3.1.5 Sexual assault

12.4 Procedures in respect of expulsion

Schools are required by law to follow fair procedures as well as procedures prescribed under the *Education Welfare Act 2000,* when proposing to expel a student. There are two main parts in fair procedure:

- The right to be heard
- The right to impartiality

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

- A detailed investigation carried out under the direction of the principal
- A recommendation to the Board of Management by the Principal
- Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing
- Board of Management deliberations and actions following the hearing
- Consultations arranged by the Education Welfare Officer
- Confirmation of the decision to expel

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

12.5 Appeals

12.5.1 A parent/guardian, or a student aged over eighteen years, may appeal a decision to expel to the Department of Education.

12.6 The Appeals Process

12.6.1 The appeals process under Section 29 of the *Education Act 1998* begins with the provision of mediation by a mediator nominated by the appeals committee (Department of Education). For further details about the appeals process, refer to the current guideline from the Department.

12.7 Criteria for Success

12.7.1 We will recognise that this policy is effective if;

- The atmosphere in the school is open and positive
- The code of behaviour runs fairly and effectively
- If discipline matters in the school are in order
- Each of the various parties comprehends and recognises the abovementioned Policy

12.8 Monitoring

12.8.1 School Management will monitor the implementation of the Policy.

12.9 Review

12.9.1 This policy will be reviewed and formally adopted by the Board of Management on a regular basis.

12.9.2 Submissions from parents/guardians, teachers, students or other interested parties are welcome

GAELCHOLÁISTE REACHRANN

Cód Iompar Dearfach na scoile

Tá an polasaí thuasluaite léite go cúramach agam agus tá mé sásta glacadh leis agus é a chomhlíonadh.

Síniú an Dalta:	
Dáta:	
Bliain:	

As Parent(s)/Guardian(s), we/I have read and fully accept the Discipline policy and Code of Behaviour.

Síniú:	
Síniú:	
Dáta:	