



**MEÁNSCOIL NA mBRÁITHRE CRÍOSTAÍ
MAINISTIR NA CORANN, CO. CHORCAÍ.**

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MISSION STATEMENT

Our school aspires to being a caring Christian centre of learning, where the promotion of inclusive culture, values of respect for self and others, honest endeavour and efforts to achieve full potential are nurtured.

STUDENT SUPERVISION

The Board of Management of the School would like to inform all parents that supervision of all students on the school premises will begin at 8.15am. Students will be supervised from 8:15a.m, during break times 10:46am – 11:13am, 1:09pm – 1:49pm and 3:45pm – 3:55pm. Full supervision also continues during all extra-curricular activities such as: hurling, training, school trips, tours, retreats, liturgies and related activities. No students may enter the science labs etc. without adult supervision.

Students in first, second and third year will be required to remain on the school premises from 8:50 am until 3:45pm each day. They will be allowed to leave the school grounds only in exceptional circumstances and when contact is made by parents by letter or telephone.

HEALTH AND SAFETY REGULATIONS

In the interest of Health and Safety the following regulations apply:

- Proceed in an orderly fashion on corridors, staircases and in yard (i.e. no jostling, horseplay etc.)
- Keep to the left when ascending and descending staircases and walk in single file.
- Do not open windows unless instructed to do so by a teacher.
- Wear suitable footwear in line with school policy
- Do not wear jewellery, which could cause injury to oneself or to others. No facial jewellery is permitted in school.
- Become familiar with and abide by the Fire Evacuation Procedures, which are displayed in every classroom.
- Become familiar with and abide by the rules and safety procedures for the various specialist classrooms i.e. Science laboratories, Computer Room and Art Room. These rules and procedures are displayed in the various rooms.
- Students are not allowed to have aerosol sprays in the school.
- Abide by all teacher directions.

The Education (Welfare) Act, 2000

The purpose of the Education (welfare) Act, 2000 is to encourage regular school attendance and participation in education and training for as long as possible. It is desirable that every child stays in school and completes the Leaving Cert. Under the Act, every child must attend school regularly up to sixteen years of age or complete at least three years education in a post primary school, whichever comes later. The National Education Welfare Board (NEWB) was established to support school attendance and follow up on children who are not attending school regularly.

Midleton C.B.S. Attendance Policy.

As a parent, you must let the school know if your child is absent and the reason why. It is school policy that reasons must be given in writing. If a student shows signs of developing a pattern of poor attendance without substantial reason, the school will contact the National Educational Welfare Board after twenty days absence has been recorded.

If your child is sick or is absent for other good reasons, no action will be taken by the NEWB. However, if there is concern about your child's attendance at school or about the reasons given, you may be visited by an Educational Welfare Officer who will discuss your child's education with you. The Officer will work with you and take full account of the circumstances of the child and the family before deciding what further action is necessary to ensure that the child receives his entitlement to an education.

The school is obliged to notify the National Educational Welfare Board of a child is absent for 20 days or more or where the absences gives rise to concern. It is advised that family holidays be taken during the school holidays.

Midleton C.B.S. Secondary School
Child Protection Policy

The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices and activities. Accordingly, in accordance with the requirements of the Department of Education and Skills' Child Protection Procedures for Primary and Post Primary Schools, the Board of Management of Midleton C.B.S. has agreed the following child protection policy:

1. The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools as part of this overall child protection policy.
2. The Designated Liaison Person (DLP) is Mr. Niall Ahern
3. The Deputy Designated Liaison Person (Deputy DLP) is Ms. Tracey Groome
4. In its policies, practices and activities, Midleton C.B.S. will adhere to the following principles of best practice in child protection and welfare:
The school will;
 - recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
 - fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
 - adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
 - develop a practice of openness with parents and encourage parental involvement in the education of their children; and
 - fully respect confidentiality requirements in dealing with child protection matters.The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.
5. School policies, practices and activities that are particularly relevant to child protection include;

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|--------------------|---|
| School Policies: | Code of Ethics and Behaviour, Anti-bullying Policy, |
| School Practices: | Supervision of Pupils, Pupil Attendance Strategy |
| School Activities: | Sporting Activities, School Outings |

The Board has ensured that the necessary policies, protocols or practices as appropriate are in place in respect of each of the above listed items.
6. This policy has been made available to school personnel and the Parents Advisory Council and is readily accessible to parents on request. A copy of this policy will be made available to the Department and the patron if requested.
7. This policy will be reviewed by the Board of Management once in every school year

This policy was adopted by the Board of Management on 20th May 2025.

Signed: **Dónal Cronin**

Chairperson of Board of Management

Date: 20th May 2025

Signed: **Niall Ahern**

Principal

Date: 20th May 2025

Date of next review: May 2026

CODE OF ETHICS AND BEHAVIOUR

Introduction:

Middleton C.B.S. wishes to clearly set out a Code of Ethics and Behaviour for our school community which reflects our vision and values as clearly expressed in the Edmund Rice Schools Charter. The Code encourages active participation by all of the partners in this community – the students, the parents, school management and staff, - to ensure the Code of Ethics and Behaviour works to the benefit of all and creates an environment in which the welfare of all is protected. This code should be read in conjunction with other relevant School Policies, particularly the Anti-Bullying Policy.

The school's Code of Ethics and Behaviour is rooted in our Mission Statement which states that:

Our school aspires to being a caring Christian centre of learning, where the promotion of Irish Culture, values of respect for self and others, honest endeavour and efforts to achieve full potential are nurtured.

The five key elements of the Edmund Rice Charter within which our school mission, ethos and expectations are grounded are:

- ***Nurturing Faith, Christian spirituality and Gospel-based values***
- ***Promoting Partnership***
- ***Excelling in Teaching and Learning***
- ***Creating a caring school community***
- ***Inspiring transformational leadership***

The elements of the charter are at work in our school as students are encouraged to take responsibility for their own behaviour and learning, and to help create a healthy, safe and happy environment, in which everyone can learn and develop. Student leadership and innovation are encouraged and promoted. The school partners seek to promote personal dignity and safety so that all members of the school community may work and learn together, free from harassment, bullying or disruption. The school promotes a disciplined work ethos and rewards initiative. It seeks to assist students to develop their talents and skills for the benefit of all. The school acknowledges, affirms and appreciates the genuine efforts of the entire school community to make it a better place for everyone.

This Code of Ethics and Behaviour is underpinned by three principles for all members of the school community:

- **We Care**
- **We are Respectful**
- **We are Responsible**

Creating a positive school environment:

The Board of Management and staff in Middleton C.B.S. strive to maximise the likelihood of positive student behaviour. This is achieved by:

- Creating a clear set of expectations, rules and routines that are outlined in the code, taught to the students and practiced daily.
- Having high expectations of the students
- Staff modelling respectful behaviour
- Offering relevant programmes and a wide range of extra-curricular activities, thereby encouraging the engagement of all students
- Staff, starting with Subject Teachers communicating with parents about positive and negative behaviour patterns
- Being aware of relevant factors in students' lives
- Showing fairness/due process
- Working to ensure excellent staff collaboration and staff induction
- Providing effective student support services including Student Support Team, Guidance Team, SEN Support Team, Class Tutor and Year Head system
- TY mentoring programme
- Having a comprehensive First Year Induction Programme
- Having a positive school climate
- Showing an interest in the pupils' achievements outside of school
- Maintaining a clean and tidy environment

Promoting Positive Behaviour:

We believe that noticing and affirming positive student behaviour is essential.

Teachers promote positive behaviour by using the following strategies:

- Noticing positive behaviour
- Class Tutor feedback
- Term reports
- Note/Merit in Student Journal/School App
- Positive message home through the school app from teacher, year head, deputy principal and principal
- Display of student work
- Nomination for student awards
- Recognition of achievements through assembly
- Call home
- Positive comments to individuals
- Acknowledging extra-curricular achievements

Using a reward system in class that acknowledges effort, participation, achievement and improvement regarding class work and behaviour e.g. giving a student no homework in the teacher's subject for one evening.

Whole school strategies to encourage and promote positive behaviour:

- Awards Day – recognises progress, achievement, participation and effort in school.
- Variety of sports, reports on matches/events
- Encouraging students to take a leadership role in the school including Student Council and mentoring
- Public speaking and debating
- Class Rewards
- Outdoor pursuits and adventure trips
- Various class visits/trips/tours
- School teams entered into schools competitions
- Recognition of achievement on School Newsletter/Website/Local Media/School Social Media accounts

School Expectations and Standards:

These are the expectations for our school community to ensure a positive and hard-working teaching and learning environment within which every student can reach their potential.

1. That you show respect, courtesy, consideration and good manners in your dealings with teachers, other staff members, visitors and the local community.

This means:

Full cooperation with all staff members in the classroom
Full co-operation with all staff on the corridors, in the canteen and on the school grounds
Full co-operation with all staff on any school related activities.
Not being aggressive or defiant in behaviour or language
Not using foul language in your daily interactions with students or teachers or in the presence of any members of the school community.
Carrying out instructions
Respectful behaviour towards staff in interactions outside of the school setting.
Respectful behaviour towards staff in use of Social Media
Respectful behaviour towards our local community – this applies particularly for senior students who have the privilege of going to town at lunchtime.

Because:

Smooth running of the school environment requires it
The opportunities for learning need to be maximised
Mutual respect is important
Students who bring discredit to the school by their behaviour outside the school may be subject to disciplinary action within the school.

2. That you have respect and consideration for other students

This means:

Being fair to everyone
Helping other students if they need help
Trying to make everyone feel included
Not using foul or aggressive language with other students
Not picking on or bullying others
Not fighting in or out of school
You respect the property of others

Because:

Mutual respect is important
Everyone has the right to be treated with respect
Bullying can cause fear, hurt and misery.
We want our school to be a safe place
It could cause serious injury or accidents
Defacing/damaging school property is destructive and shows a lack of respect for the school community of which the student is a member.

3. That you come to school every day and arrive on time

This means:

That you attend every day unless it is absolutely unavoidable
That if you miss school, send a note through the school app and parents are required to fill in the reason for absence on the school app.
Parents are required to complete the permission to leave form through the school app, before 9am that day. Parents are asked to make all elective appointments for after school hours.
Where a student needs to leave early for some reason, a parent/guardian will be required to collect the student at the appointed time at the school office and sign the student out. Junior Students who enter the school premises in the morning may not leave the school without permission.
That at the beginning of the morning and afternoon session, you are in your place on the second bell
That you arrive at all classes/school events on time and not delay on the way at lockers or in the toilets
Lockers to be used at designated times (until 8.45am, 10.46 - 11.13 am, 1.09 – 1.49 pm and at the end of the school day)
That if you arrive late, you must sign in at the school office with a note of explanation from your parents/guardians/ parents fill in the late note in the school app.

Because:

Time missed is hard to make up.
The school is entitled to an explanation
The school is responsible for you during school time
It shows courtesy and respect to your teachers
Good attendance and good timekeeping helps all students do well.
Late arrivals are disruptive impacting on the teaching and learning environment.

4. That you come to school in full uniform which is clean and tidy.**This means:**

That you wear the school shirt (plain mid grey shirt for Junior students, white shirt for Senior students), school tie, school jumper with crest, grey slacks and conventional plain black footwear only (no trims / colour markings) during school hours and during school-related activities including trips unless otherwise specified.
That students are expected to be neat and tidy in their appearance.
The only item of clothing which maybe worn is the school fleece over the full uniform while in the school buildings. That you do not wear jewellery including rings or earrings or other piercings on your person.

Because:

This is the uniform agreed to by students, parents and the school authorities – Students should wear it with pride as you are all ambassadors for the school.
We all have a responsibility to maintain the image of the school
Final decisions on acceptable standards of appearance and dress rest with the school management because they have to make decisions on what is best for the image of the school.

5. That you do your best to work both in class and at your homework**This means:**

That you listen to and cooperate with your teachers
That you do not disturb or disrupt the class
That you do your homework each night, reading, written and oral
That you always carry your journal and take down homework in it.

Because:

The teacher has a right to teach
All students have a right to learn
It supports the work done in class
It helps you to organise your homework so that you will have success in school
It ensures a positive teaching and learning environment to achieve success.

6. That you come properly prepared for your subjects**This means:**

That you have proper books, pens, copies etc
That you respect and care for all your books and equipment.
That you bring any special equipment needed e.g. P.E. gear, drawing equipment etc
That you have completed projects and assignments as per deadlines
That you go to your locker at designated times – mornings until 8.45am, 10.46 - 11.13 am, 1.09 – 1.49 pm and at the end of the school day.

Because:

You waste time if you have not got them
You cannot do the subject without them
You should not disrupt the running of the classroom.

7. That you respect the classroom and school environment**This means:**

Keeping the school clean and free of litter
Litter must be placed in bins
Eating and drinking is allowed only outside, in the school canteen provided for such purpose or in the designated areas.

No drinks or food are allowed in classrooms/corridors/toilets
No liquid Tipp-Ex
No chewing gum
Not returning to the school grounds after school hours, at weekends or during the holidays
Not marking or interfering with school furniture/property
You do not enter classrooms/gym/sports hall without a teacher being present.

Because

Everybody benefits from working in a pleasant environment
The health and safety of all members of the school community is important
Chewing gum is unhygienic
Midleton C.B.S. is Private Property
It is respectful to all members of our school community to have a clean learning environment
It is important to recognise and respect the work of the support staff in maintaining a clean school environment.

8. That you have your school journal with you at all times

This means:

Your journal is visible on your desk for all classes
You use your school journal to record all homework/class work or study as required by each subject teacher.
All signed notes for absences are presented in your school journal
You may be asked by any staff member to present your journal and must do so
You do not deface your journal or any other journal with inappropriate or personal markings in any way
If the journal is lost you must report to your Year Head and a new journal purchased.

Because:

The school journal helps you stay organised and remember the work for all your subjects
The school journal is the primary means of communication between your teachers and home
The school journal may be inspected by the DES inspectorate at any stage during the school year.

9. Electronic devices such as laser devices and smart watches etc. are strictly forbidden on the student's person. The school reserves the right to specify further items and if necessary this will be communicated to parents.

This means:

All such items are left at home
The classroom is respected as a learning space where the teacher directs the use of technology

Because:

The school cannot accept responsibility for valuable items
The school is a learning environment in which students should be fully engaged
Students should not distract other students learning with non-school related items.
Students are advised not to bring large sums of money or expensive items to school

10. The school Substance Use Policy forbids possession or use of cigarettes (including e-cigarettes and vapes), snus, nicopods, alcohol or drugs on the school premises or while engaging in school activities. This applies also when students are in school uniform.

11. Mobile phones – See Appendix 2

The school management does not accept responsibility for loss or damage to any phones in any circumstances.

The school management does not accept responsibility for loss or damage to student's personal property in any circumstances.

Because:

This forms part of the school's Anti Bullying Policy

School is a learning environment and should not be disturbed or disrupted in any way

Access to technology is teacher directed.

Health and Safety legislation requires the Board of Management, as employers to provide in as far as practicable a safe place of work for its employees.

The Board of Management are also required to ensure as far as practicable, that students, parents and visitors, who may be on the school premises are not exposed to risks to their health and safety.

The legislation further requires that the Board of Management to conduct their business as far as practicable, in ways that prevent improper conduct or behaviour likely to put the safety, health or welfare at work of employees, or the health and safety of students, parents or visitors at risk.

SANCTIONS

PLEASE NOTE: Sanctions are a response to help students change behaviour. They are necessary to show disapproval of, and to discourage unacceptable behaviour. They help students to understand that they have choices for their own behaviour and that all choices have consequences.

A refusal to co-operate with sanctions under this Code of Ethics and Behaviour is deemed a breach of the School's Code.

In accordance with Developing a Code of Behaviour (NEWB 2008), sanctions should be proportionate to the nature and seriousness of the behaviour. Certain factors will be considered such as:

- **The frequency, duration and persistence of the behaviour**
- **Whether it is part of an escalating pattern of poor behaviour**
- **The context of the behaviour, including a student's personal circumstances**

For students who have been sanctioned under the School's Code of Ethics and Behaviour, up to and including suspensions, the privilege of attendance on school excursions will be reviewed.

The following sanctions do not represent an exhaustive list of inappropriate or unacceptable behaviour and each individual case will be dealt with on its merits by the school authority. In some cases a number of sanctions may be issued in response to student breaches of the school code.

A sanction is a form of positive intervention. Sanctions are used as part of a wider plan to help the student to learn. They are used in conjunction with pastoral support in line with our Pastoral Care Policy.

When any sanction including suspension is completed, a student should be given the opportunity and support for a fresh start. Although every case will be dealt with on its merits, the school management may take account of previous records of good and/or poor behaviour in the school in the same academic year. Students will be given the opportunity for a fresh start at the commencement of each academic year.

On breach of school rules:

1. **Students will be issued with a verbal warning by teacher.**

In addition to a verbal warning a teacher may:

- a) **Have a quiet word with student**
- b) **Remind the student of choice and consequence of behaviour**
- c) **Assign new seating arrangements,**
- d) **Assign extra subject based work**
- e) **Confiscate contraband items e.g. earrings/phones**
- f) **Insist that the student presents apology/work before the next class with the subject teacher**
- g) **Liaise with Class Tutor, Guidance Counsellor or Year Head as appropriate if ongoing concerns on student's engagement with class work.**

2. **On a further breach in the class or over a period of time, the teacher will issue a note in the student's journal that must be signed by parents. It is the student's responsibility to return the signed note to the issuing teacher at the beginning of the next class. Failure to produce signed note may result in a Behaviour Booking.**

3. A Behaviour Booking is issued by the teacher if the behaviour does not improve. On the Booking the teacher notes the previous infringements and outlines the actions taken to resolve the issue. The booking is presented to the relevant Year Head. Teacher makes note of the issued Behaviour Booking.
4. If a student has accumulated three Behaviour Bookings, the Year Head may place the student on detention depending on the nature of the Bookings. This sanction will be communicated to parents.
5. For a serious misdemeanour – **see Appendix 1** – a student may be awarded detention and/or community service.

Year Heads regard Behaviour bookings are an opportunity to teach students appropriate behaviour, to improve their social skills and to teach alternate behaviour.

Sanctions that may be imposed on students by the Year Head, Deputy Principals or Principal following breaches of the school code include:

- Meeting with students to discuss behaviour
- Contact with parents/guardians
- Request a meeting with parents
- Consider the withdrawal of the privilege of attendance on school excursions.
- Withdrawal of the privilege of representing school in any extra or co-curricular activity until a change in behaviour is established.
- Referral to counselling services in the school
- Referral to student support team
- Participation in restorative practices
- Repair or replacement of property damaged by students must be paid for by them. Student lockers should be locked at all times.
- The privilege of being allowed off campus for Senior students will be reviewed.
- Draft a behaviour management plan and implement with the student
- Agreeing a modified timetable arrangement with student
- School management reserves the right in certain circumstances to move a student from one class to another.

Overview of Interventions:

- Verbal Warning
- Note in Journal
- Report Card
- Lunchtime detention and/or Community Service
- After School Detention and/or Community Service
- Suspension

A student can only be placed on lunchtime detention or community service by the Attendance Officer, Year Head, Deputy Principal or Principal. In normal circumstances lunchtime detention will only be applied after the student has received a number of verbal reprimands. Normally a student will be informed a day in advance of their detention and it will be noted in their journal. However, an immediate detention may be imposed if the situation warrants it.

Detention lasts 30 minutes. Students are allowed 5 minutes at the beginning of their lunchbreak and are allowed 5 minutes at the end. The detention room will be supervised by a teacher who will record all who are present in the detention book and assign work for them to complete. This work must be attempted and handed back up to the teacher. Students must present their school journal to the supervising teacher to have it signed. Students who fail to turn up for detention, or arrive late, or do not follow the direction of the teacher in charge, or in any way disrupt the detention room may be faced with serving a further sanction.

After School Detention:

A student can only be placed on after school detention by the Principal, Deputy Principal or his Year Head. A standard letter is issued to parents notifying them of the date and time of the detention. Copies of the relevant documentation that led to the sanction being issued are kept on the student's file. In normal circumstances afterschool detention will only be applied after a number of lesser sanctions have been served, however in cases of serious breaches of the school Code of Ethics and Behaviour the student can be placed on afterschool detention without having served a lesser sanction.

After school detention lasts 1 hour 20 minutes from 3:50 to 5:10 pm on a day decided by the school management in consultation with the staff. After school detention or community service can also be served on Wednesdays from 1:20 to 2:40 pm. The detention room will be supervised, the names of those present will be recorded and work will be assigned for students to complete. This work must be attempted and handed back up to the person in charge. Students who fail to turn up for detention, or arrive late, or do not follow the direction of the person in charge, or in any way disrupt the detention room may be faced with serving a further sanction up to and including suspension.

Suspension and Expulsion:

TUSLA (formerly NEWB) Guidelines 2008 will be followed in respect of Suspension and Expulsion

Suspension: (Refer to Appendix 1)

In line with TUSLA guidelines, normally, other interventions will have been tried before suspension. The decision to suspend a student requires serious grounds such as;

- The student's behaviour has had an effect on the education of other students
- The student's continued presence in the school at this time constitutes a threat to safety
- The student is responsible for serious damage to property

A serious incident of serious misconduct may be grounds for suspension.

Following suspension, the school will support the reintegration of the student to assist in improving behaviour.

Expulsion: (Refer to Appendix 1)

A proposal to expel a student requires serious grounds such as;

- The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- The student's continued presence in the school constitutes a real and significant threat to safety
- The student is responsible for serious damage to property
- A serious threat of violence against another student or a member of staff or a member of the local community or a visitor to the school
- Actual violence or physical assault
- Supplying illegal drugs to other students in the school
- Sexual assault of a member of the school community.

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

Attendance and Punctuality:

Progress at school requires the best level of attendance and punctuality, as both are essential for efficient class work. Regular and punctual attendance is therefore required of all students.

1. Students who are absent from class (for a full day or part of the day) must bring a note from their parents/guardians and present it to the Class Tutor and to the Subject Teachers if requested to do so. This note should be produced on the day that they return to school/ parents fill the absentee form in the school app.
2. In cases where parents/guardians know in advance that a student will be absent for a period, they should contact the school by phone. Should you telephone the school explaining your son's absence, a written note is still expected on his return/ parents fill the absentee form in the school app.
3. Parents/guardians must give the school a telephone number for emergency use e.g. When a student becomes ill and has to be sent home, we must contact the parents/guardians wherever they are.
4. Supervision of students begins at 8:10 am. No responsibility is accepted for students arriving before this time. Supervision after school ends at 4.55 pm. Students are expected to be in school by 8:45 am and 1:40 pm. Repeated lateness will result in detention or the withdrawal of the privilege of being allowed up town at Lunch Time for Senior Students.

The same level of courtesy and respect which we demand from the students in school is required at all times while travelling or waiting for the bus. Any misdemeanours will result in sanctions.

Appearance and Dress

The uniform is considered to be an essential part of life in Midleton C.B.S. because it symbolizes all this school stands for – the dignity of the person and all that is conducive to the full development of the student as a valued member of our school community. It is visual evidence of the shared responsibility we have for the education of the student, a responsibility shared between home and school. The uniform consists of:-

Junior Students

- Plain mid grey shirt
- C.B.S. Secondary School Tie – navy blue with red diagonal stripe
- Plain mid grey conventional school trousers – no slits – no jeans style
- Navy blue V-necked long sleeved pullover with C.B.S. crest
- Conventional plain black footwear – no trims or coloured markings

Senior Students

- Plain white shirt
- C.B.S. Secondary School Tie – navy blue with red diagonal stripe
- Plain mid grey conventional school trousers – no slits – no jeans style
- Navy blue V-necked long-sleeved pullover with C.B.S. crest
- Conventional plain black footwear – no trims or coloured markings

Students must wear their uniform to and at school and at all school related activities (unless otherwise directed.) Appropriate gear must be worn for PE classes and other sports. If a student cannot wear his uniform on a particular day, he should have a note from his parents/guardians and should inform the Year Head/ Deputy Principal / Principal of this fact prior to going to class. Failure to produce a note may result in detention. No jewellery, ear piercings/facial piercings are allowed (eyebrow bars/studs, nose studs/ bars/ tongue studs etc.) Anyone wearing jewellery will have the item confiscated and returned at the end of the term. Repeat offenders will be asked to remain at home until compliance with the full uniform policy is guaranteed.

School Property and Environment:

1. Students are allowed go to the canteen at the following times.
8.10 – 8.45 am and during designated break and lunch times
2. We are all responsible for litter. Students are expected to help in achieving a hygienic and pleasant environment in and around the school. To this end students are asked to recycle waste and litter in the appropriate bins.
3. Students who are deemed to be guilty of defacing school furniture or school property either inside or outside the school during school time will be subject to serious sanction up to and including suspension and requested to pay for damages.
4. All students may be requested on occasion to participate in the school's multiple flags initiatives or other civic initiatives to promote a clean working environment for the school and the local community.

Supervised Study:

1. Study will begin promptly at 4:00 pm and conclude at 6:00pm on Monday, Tuesday and Thursday. On Wednesday study will run from 1:20 pm – 3:20 pm
2. Eating and drinking is not allowed during study.
3. Students must present in uniform and have all their own books for study and be silent at all times.

Supervised study is an integral part of the school's programme and every student who enrolls for supervised study automatically accepts the above rules. Any student who is in breach of these rules may be excluded from study during the current term with loss of deposit and not permitted to apply in the terms following.

Ratified by Board of Management

Signed: **Dónal Cronin** (Chairperson)

This code will be reviewed in 2026

Appendix I

The School: This should specify that the "School" includes school buildings, grounds, play areas, public areas where students congregate coming to and going from school, and any other specific area that might apply.

Parents: For the purpose of the policy, Parents should be defined to include natural parents, foster parents, step parents, or guardian of the student concerned as applicable, or any person acting in loco parentis, either on a temporary or permanent basis, on the date of an incident.

Serious breaches of the Code of Ethics and Behaviour include, but are not limited to:

- Endangering the safety or health of any member of the school community.
- Disrespect or defiance towards or harassment or intimidation of a member of staff or the bullying of another member of the school community.
- Possession, use, or supply of prohibited substances (including alcohol, drugs, vapes, or associated paraphernalia) in the school, on school trips, or in the course of any school-related activity e.g. school matches. Exception will be made only for legitimate medicinal use with the prior notification of the school authorities.
- Deliberate vandalism, including the writing of graffiti, in relation to school property or the property of a member of the school community or buses hired by the school.
- Interference with or persistent disruption of teaching and learning.
- Refusal to obey clear and reasonable instructions of staff members on a repeated basis.
- Smoking or Vaping anywhere or vaping inside or in the immediate vicinity of the school grounds.
- The use of obscene, abusive, or otherwise inappropriate language.
- Stealing, fighting, or the possession of offensive weapons. In addition to being serious breaches that incur suspension, these are criminal offences that will be reported to the appropriate authorities.
- Tarnishing the good name and reputation of the school.
- Truancy i.e. unexplained absences.
- Circulating, publishing or distributing (including on the internet) material associated with school activities including but not limited to material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of school discipline and may result in disciplinary action.
- The Code of Ethics and Behaviour will apply in the same way to student behaviour at events off the school campus.
- For incidents that occur outside of school time or away from the school premises, if a connection to the school can be established-the school reserves the right to apply this policy to that incident or occurrence. The Principal/Deputy Principal will decide this.

Less serious breaches of the Code of Ethics and Behaviour include, but are not limited to:

- Eating or drinking in class or other areas not designated for food and beverage consumption.
- Failure to complete assigned homework.
- Such classroom disruption as inattention, talking without permission, passing notes, and failure to have the books and equipment required for class.
- Running, shouting, or horseplay of any description anywhere in the school.
- Being late for school or classes.
- Use of mobile phones or possession of a mobile phone on the school premises.
- Loitering in the toilets.
- Not wearing the full school uniform.
- Wearing of jewellery, including rings and earrings or piercings.

Appendix 2

Personal Mobile Device Usage Policy

This policy applies to all personal mobile devices such as mobile phones, smart watches, headphones, etc. This is not an exhaustive list. The use of school devices is covered by the *ICT Accepted Use Policy*.

Midleton CBS aims to maintain a safe and nurturing learning environment where the personal dignity and rights of all members of the school community are preserved and respected. Midleton CBS' personal mobile device usage policy accepts that the use of technology and electronic equipment including mobile phones and smart watches is increasingly part of everyday modern life. The school is conscious of the negative impact that the use of these devices may have on wellbeing and learning within the school. We endeavour to help students to be present, attentive, and engaged. Students are not required to bring mobile phones to school. The school also teaches students on the impact of mobile phone use through various programmes in its curriculum.

To assist the school in implementing the *Personal Mobile Device Usage* policy, parents/guardians should not contact students during school time. In the event of an emergency, contact the school office on 021-4631555. Students who feel unwell should alert the office who will contact home as necessary.

- Personal mobile devices should be switched off and securely placed out of sight when not in use.
- Personal mobile devices may only be used (on the school campus) with the express permission and supervision of teachers for educational purposes. Teachers may impose further restrictions in relation to device use within their class.
- The personal use of mobile devices is not permitted during the school day or on school activities except in circumstances outlined below.
- No photographs, video recordings, or audio recordings can be made with a personal mobile device on campus or off-campus while in school uniform or engaged in any school related activities, without the school's permission. Using a device in such a way infringes on others' right to privacy and dignity.
- Smart watches are permitted for telling the time. The use of their other functions is not permitted.
- Mobile devices are the responsibility of the individual. The school accepts no responsibility for lost, stolen, or damaged devices. Parents/guardians should consider adding their son's devices to their home insurance policy.
- Incidents where students use personal mobile devices to bully others, send offensive messages or calls (victimising a member of the school community) will be investigated under the school's *Anti-Bullying* policy. It should be noted that it is an offence to use a mobile device to menace, harass, defame, or distribute offensive material about another person.
- Students temporarily leaving the classroom should place their phone on the teacher's desk until they return.

Supervised Study

During supervised study, personal mobile device use is at the discretion of the supervisor and is for educational purposes only e.g. accessing Google Classroom. Inappropriate use will result in sanctions being applied in line with the school's code of ethics and behaviour.

School Trips/Out of School Activities

Students participating in out of school activities must always abide by the rules governing these activities. Normal school rules apply to all students while on school related activities, this includes all school competitions. A teacher may permit the use of mobile phones in certain situations e.g. to contact a parent regarding arrival time of the bus. Any use of phones in such circumstances must be for legitimate and appropriate purposes.

School Exams

The school may implement rules governing access to mobile devices during exams, similar to those rules of the State Examinations Commission. This may include but is not limited to requiring students to place the device in a designated place during the exam. It is the student's responsibility to collect the device at the conclusion of the exam.

Sanction

Students found in breach of this policy will be sanctioned in line with the school's Code of Ethics and Behaviour. This policy was approved by the Board of Management: 20th May 2025

This policy is next due for review: August 2026

THE C.B.S. JOURNAL

Your journal is important and must be in your possession and in good condition at all times.

Homework should be clearly written in the journal for each school day.

All notes from parents/guardians should be written in the journal.

You must present your journal to a teacher for inspection immediately when requested to do so.

A note of explanation for all absences, signed by a parent/guardian, must be entered in the pages provided at the back of the journal upon your return. Notes re: Appointments /temporary absences during the day, lateness, homework or uniform etc. should be entered in the designated pages.

A teacher may write a note to parents/guardians on the designated pages in the journal, which may require a signature. The duly signed note should be returned by the pupil to the teacher at the earliest opportunity.

• **Defacing your journal in any way or removing pages is prohibited.**

Pupils are forbidden to write on/in another pupil's journal. Sanctions apply.

The condition of a journal is the sole responsibility of the owner.

The cost of replacing a journal that is willfully presented in an unsatisfactory condition is 10.

A replacement journal may be purchased from the Deputy Principal's office only.

School Policies

• **Admission to the school is conditional on acceptance of the school's policies.**

The School has stated policies covering most areas of school life. Copies of Policies are available from the school office if specifically requested. Any clarifications or queries with regard to the operation of school, its rules and/or School Policies should be directed to the attention of the Principal.

I have read and agree to this code of behaviour.

Signed: _____
(Parent)

Signed: _____
(Student)

Midleton CBS Secondary School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Midleton CBS Secondary School has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The Board of Management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.

Each school is required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Ethics and Behaviour.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

| | Date consulted | Method of consultation |
|--|-----------------------|-------------------------------------|
| School Staff | 7-10 April 7th May | Online Survey In-person Workshop |
| Students | 7-10 April | Online Survey in Tutor Time |
| Parents | 11-28 April 12 May | Online Survey PAC Meeting |
| Board of Management | 20 May 2025 | In person meeting |
| Date policy was approved: 20th May 2025 | | |
| Date policy was last reviewed: 20th May 2025 | | |

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

Culture and Environment

As a school we strive to foster an environment and culture where every student feels safe and valued for who they are.

Our mission statement states: *“Our school aspires to being a caring Christian centre of learning, where the promotion of an inclusive culture, values of respect for self and others, honest endeavour and efforts to achieve full potential are nurtured.”*

We acknowledge the endeavours and achievements of our students through our social media accounts, school app, notice boards, photographs, newspaper articles, assemblies, and school awards. We aim to highlight a diverse range of activities and achievements in these places.

Throughout the year awareness weeks are organised which highlight and help promote the positive culture in the school. Weeks include Wellbeing Week, LGBT+, Dyslexia Awareness, Seachtain na Gaeilge, etc.

We continue to foster a telling environment where students can feel safe to tell someone if they are being bullied or have witnessed bullying. Where students feel safe and supported to tell someone.

A trusted adult: our school operates a tutor system when students meet their tutors each day, building a relationship and fostering an environment where students have an adult in their corner, supporting and lifting them up.

Our school sits on a large campus. The buildings were designed with large lines of sight in mind where staff have good vision of their area of supervision. Staff are encouraged to actively supervise their area of responsibility ensuring they are visible and approachable to students. Blind spots have cameras that are visible which act as a deterrent to poor behaviour in those areas.

Physical space – our students have access to a large canteen, and two other designated eating areas. They have access to an astroturf and pitch during lunchtime to play and socialise.

We Respect, We Care, We are Responsible – each classroom and throughout the corridor's posters highlighting these values are on display in English and Irish.

Student groups are assigned specific toilets helping to make all students feel safe.

Homeroom – Our school has 3 classes for students with Autism. These classes are called 'Homeroom'. Students attached to Homeroom integrate into mainstream for their main classes and receive additional support in Homeroom. Students are aware that some students have additional needs and receive additional support.

Safe Space - The Hub accessible to students who need it.

There is a club or activity for everyone in the school - Art, Chess, Film, Sport, Lego, etc.

Curriculum (Teaching and Learning)

We offer a broad range of subjects to suit the needs of a diverse range of students. At Junior Cycle students can choose from eight subjects including Visual Arts, Graphics, Music, Business, Applied Technology, Wood Technology, French, and German.

All students study SPHE where students are empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The RSE strand of the specification also provides space for student to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identity-based bullying as well as sexism and sexual harassment.

All Junior Cycle students study the Religious Education* subject as laid out by the NCCA which looks at multiple faiths fostering an environment of diversity and inclusion. Senior cycle students follow a Religious Education programme designed by the school which discusses issues of the day in a safe and supportive environment.

In CSPE there is a focus on the interdependence of people in communities.

In Geography students study Globalisation. The world is getting smaller, and we are interconnected. We look at the advantages and disadvantages of globalisation. At Leaving Cert level students study migration detail as part of Human Geography. The advantages and disadvantages of migration to host countries are studied. Students study the European Union's Immigration policies, the European Migrant crisis and issues that can arise from migration.

In Politics and Society and History historical and contemporary examples of racial

discrimination and colonial legacies, students can develop an understanding of the root causes of bias and prejudice.

Tutorial time -at various stages throughout the year a themed week is delivered through Tutorial time, allowing all students to receive the same message.

Life Skills - all first years participate in a Life Skills class which includes modules around cooking, ICT, art, minding myself, etc.

The FUSE anti-bullying programme is delivered to students in 1st and 2nd year.

Effective seating plans mix or separate some students as appropriate.

Group work allows students of different social groups to mix.

The Hub – This is a room organised by the SEN dept which offers students a space that is generally quieter, students can hang-out here during break times. This space is also used by students who have movement breaks.

Relationships and Partnerships

Student Council - democratically chosen with a representative from each class.

Class tutors - stay with the same class for their time in the school where possible, fostering a positive relationship.

Parents Advisory Council

Coffee morning for 1st year parents

Restorative practice - provided by trained staff

Parental contact – Contact with parents/guardians is a very important part of school life. Outside of the parent teacher meetings, we as a school are in contact with parents through our App, our Newsletter which 62% of parents say they read. We also celebrate student achievement through our social media channels where 66% of parents follow us. Parents also receive communication through the student journal, or phone calls. Parents can receive communication through post, this is mostly for official sanctions or where a student has done something positive, and the parents will receive a postcard outlining the details.

We also hold information nights for parents/students about upcoming subject choices, CAO, trips, etc. Some info nights are by invited guests on topics such as anxiety, consent, and transition to post-primary.

A wide variety of Extra and co-curricular activities are available for students of all interests to participate in. Activities offered include sport: Hurling, Football, Soccer, Rugby, Orienteering, Athletics, Golf. Non-sport activities: School Show, Chess, debating, games club, film club, Young Scientist, Green Schools, Gaisce, Lego Builders, Choiste na Gaeilge, Art club, etc.

These activities provide students an opportunity to belong and be part of a group outside of their normal friend group or class where they can meet and socialise with other individuals who share a similar interest.

1st and 4th Year Paired reading allows junior students an opportunity to get to know a more senior student and vice versa

Relationships with SNAs - Check and Connect

SNAs meet all 1st years to 'organise their lockers' however it gives them a chance to meet all 1st years and makes it easier when they call students out throughout the year as all students are called out at some stage.

Graduation ceremony – Each May a graduation ceremony is held for the 6th year graduating class where their time in CBS is remembered and celebrated. Students are central to the planning of the event.

PPU – The school has an active Past Pupils Union which supports the activities of the school through the school awards which is held each year, recognising the work of students and through funding. The PPU is the jersey sponsor for all teams in the school.

BFL – The school has allocated some of its hours to the Behaviour for Learning programme which helps students develop empathy, respect, and communication skills, reducing the likelihood of bullying. Personalized Behaviour Plans help students who struggle with aggression or social interaction, preventing bullying before it escalates. Check and Connect.

Senior Students organise and run a lunchtime soccer tournament for 1st years.

Our Annual Student-Staff soccer match is a highlight of the year and is watched by the whole school.

** See Religious Education Policy for exemptions to this.*

strategies specifically aimed at

Preventing online bullying behaviour.

ICT and Life Skills classes in 1st and 4th year

Student and parent/guardian talks on consent

Preventing homophobic and transphobic bullying behaviour.

LGBT+ Awareness week

Staff training and display of staff certs.

LGBT Flag flown outside the school and shared on social media.

Preventing racist bullying behaviour.

Give Racism the red card - wear red day

Zero tolerance approach on remarks or comments

use of inclusive examples of people - not just white people.

Sexist bullying behaviour and sexual harassment

CSPE, SPHE, and RSE Curricula

Student and parent talks on consent, sexual harassment and sexual bullying

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Policy and Planning

Bí Cineálta Policy
Code of Ethics and Behaviour (Code of Discipline)
Mission Statement and Values
ICT and Acceptable Use Policies
“We Respect, We Care, We are Responsible” posters
Social Media Policy
Child Safeguarding Statement
Risk Assessments
Health and Safety Policy
Behaviour for Learning
Parents Advisory Council
Student Council
Primary School Visits - to facilitate peer group mixing or separation
Inclusion/SEN Policy
Tutor System
Whole School Guidance Plan
BOM Reporting Procedures
SSE
1st Year Induction

Duty rosters ensure supervision of all school areas during breaks and lunch.
Staff actively supervise and act as visible trusted adults.
Use of CCTV monitoring in key blind spot areas.
Structured access to quiet areas like The Hub to support student wellbeing.

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

Pastoral Care Team with the support of year heads and class tutors as appropriate. Any teacher may act as a relevant teacher if circumstances warrant it.

When bullying behaviour occurs, the school will:

- > ensure that the student experiencing bullying behaviour is heard and reassured
- > seek to ensure the privacy of those involved
- > conduct all conversations with sensitivity
- > consider the age and ability of those involved
- > listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- > take action in a timely manner
- > inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

- Any student or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports of bullying will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Steps to Determine if Bullying Behaviour Occurred

- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- Gathering facts: meeting individually with students involved.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- Assess the behaviour against the definition (targeted, repeated, imbalance of power).
- Maintain sensitivity and discretion

Approaches to Address Bullying Behaviour

- Take action in a timely manner
- Restorative practices where appropriate.
- Behaviour support plans for students engaging in bullying.
- Monitoring and progress report cards
- Involving parents/guardians early in the process.
- Developing a clear action plan for resolution.
- Tutor & Year head check-ins
- Behaviour for Learning
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the students;
- Where the relevant teacher has determined that a student has been engaged in bullying behaviour, it should be made clear to him how he is in breach of the school's anti-bullying policy and efforts should be made to try to get him to see the situation from the perspective of the pupil being bullied.

Review Progress

- Monitoring and reviewing progress at regular intervals.
- The teacher will engage with the students/parents no more than 20 school days after the initial conversation to review progress following the initial intervention.
- Important factors to consider as part of the review are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.

- If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
- Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school will consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Ethics and Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student (who displayed bullying behaviour), their parents and the school; and not the student/parents of the student who experienced bullying.
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Pupils/

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

Experience

- Listen and reassure
- Take them seriously
- Make them aware that bullying is not a reflection on them
- Be sensitive and reassure privacy and discretion
- Check in with them regularly
- Ensure seating plans are updated if required
- Refer to Guidance Dept. or outside agencies if necessary
- Encourage engagement with extra-curricular activities
- Develop in consultation a plan to repair the relationship

Witness

- Listen and reassure
- Take them seriously
- Be sensitive and reassure privacy and discretion
- Check in with them regularly
- Thank them for coming forward
- Schedule a guidance appointment if necessary

Display Bullying Behaviour

- Education on bullying and its effects on others
- Monitor and support regularly
- Parental involvement
- Encourage engagement with extra-curricular activities
- Encourage reflection
- Behaviour for Learning
- Guidance Department referral if appropriate
- Develop in consultation a plan to repair the relationship


All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the *Bí Cineálta* procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed:  Date: 20th May 2025
(Chairperson of Board of Management)

Signed:  Date: 20th May 2025
(Principal)