



Document:	Cork ETB Youthreach Code of Behaviour Policy
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Issued By:	Cork ETB
Due for Review:	June 2021
This policy should be read in conjunction with:	<ul style="list-style-type: none"> • Developing a Code of Behaviour; Guidelines for Schools NEWB 2008. • Education Welfare Act 2000 • Operator Guidelines for Youthreach Programme, DES, April 2019



Purpose

This policy outlines the generic code of behaviour principles under-pinning the ethos of the Youthreach programme i.e. to equip the student with real life skills and knowledge in preparation for the world of work, education and or training.

While individual centres will retain their own unique procedures in relation to reward systems and responses, the strategies for promoting positive behaviour outlined in this policy are applicable to all Cork ETB Youthreach Centres.

The objectives of the policy are:

- To promote positive behaviour and sense of responsibility for all in Youthreach Centres
- To create an atmosphere of respect and a safe learning environment conducive to teaching and learning without incident.
- To clarify and inform students of expectations and behaviour that is acceptable and in adherence with life skills development for future progression
- To build positive relationships of mutual respect and support among students, staff and parents/guardians
- To highlight support and behavioural management strategies for students who are in breach of the code
- To inform students, parents/guardians and staff of procedures for dealing with misconduct and breach of the Centre Code of behaviour

Rationale

Our Code of Behaviour reflects the vision of the student as the central player in the learning process and the quality of relationships between students and all staff is recognised as the one of the main influences of positive behaviour.

The Youthreach Programme within CETB has a whole centre approach to behaviour reflected in the of the Code of Behaviour, working in conjunction with other current policies such as Anti-Bullying Policy, Child Protection Policy, Attendance Policy and Complaints policy. The Youthreach Co-ordinators decided to review the Code of Behaviour to ensure consistency and compliance with legal requirements and good practice as set out in [Developing a Code of Behaviour; Guidelines for Schools NEWB 2008](#). It is also a requirement under the [Education Welfare Act 2000](#), to prepare a code of behaviour which outlines

- The standards of behaviour that shall be observed by each student
- The measures that shall be taken when a student fails or refuses to observe standards
- The procedures to be followed before a student may be suspended or expelled

Scope

This policy will provide students, parents/guardians, staff and the Board of Management with a clear understanding of the criteria used in a Youthreach Centre with regard to acceptable behaviour.

Roles and Responsibilities

Students are expected to:

- Behave in accordance with the Code of Behaviour at all times
- Attend the centre each day on time and participate in the Centre Programme
- Show respect for self, other students, staff and Centre Property
- Adhere to the policy of no drugs, alcohol or cigarettes (outside of designated smoking areas) in the Centre
- Adhere to the policy of not entering the Centre under the influence of the aforementioned substances
- Adhere to the health and safety protocol at all times within the centre

Parents/ Guardians are expected to:

- Develop a good working relationship with the centre and support their son/daughter by communicating with the Centre, encouraging attendance, academic certification and progression on to further education and or training.

Staff/Management team are expected to:

- Understand and support the code of behaviour and promote and develop respectful relationships with all students in the centres.
- Create a positive safe atmosphere for learning
- Be firm and fair and have high expectations for students
- Ensure opportunities for disruption are minimised through classroom management and supervision
- Staff should deal with behaviour problems through:
 - meaningful communication
 - respectful relationships,
 - creating high expectations,
 - modelling good behaviour
 - using engaging and varied teaching methods
 - using a variety of problem-solving approaches¹.

¹ Operator Guidelines for Youthreach Programme, DES, April 2019, p. 35



The Co-ordinator and or resource person are expected to ensure communication mechanisms are in place which ensure the engagement of students and parents/guardians in an inclusive manner

Section 1: Centre Code of Behaviour

Each Cork ETB Youthreach Centre will develop its own specific code of behaviour based on the template in [Appendix 1: Template for Standards of Behaviour which are expected to be adhered to as a student on the CETB Youthreach Programme](#)

Students, parents and staff should be consulted in drafting the code and the code should be reviewed annually.

Working together on the code provides the school with an opportunity to:

- help to build a shared commitment to the values and ethos of the school
- give all the partners in the school community a sense of ownership of the code
- create consensus about the kinds of behaviour and relationships that foster learning
- build a shared understanding of how behaviour affects learning
- strengthen positive relationships of respect and trust.²

Section 2: Implementation of Code of Behaviour.

Whole Centre Approach to Promoting Positive Behaviour

The centre code of behaviour should be implemented by the staff team in a fair and consistent way.

In supporting the student to progress on to further education training and or employment positive behaviour is actively promoted within the Centres.

Strategies to promote positive behaviour include:

- Student Contract
- Classroom Charter
- Consultation and feedback session with the student
- Key working
- Respect praise and recognition
- Reward systems such as student of the month, Centre trips
- Circle time acknowledgement of positive behaviour
- Individual Learning Plans

² [Developing a code of Behaviour, Guidelines for Schools NEWB 2008](#) p.12



Problem Solving and Intervention Approach

Youthreach Centres adopt a problem-solving approach and work closely with parents/guardians in supporting students whose behaviour is unacceptable. When behaviour problems arise Youthreach staff should recognise these as opportunities to support learners to find more effective ways to meet their needs.

Any of the following strategies may be invoked in an effort to support the student, e.g. key-working, 1:1 meetings with Centre Counsellor, case meetings which include all relevant personnel who are supporting student through-out the process, application of reward system and sanctions as outlined in the Code Of Behaviour.

In promoting positive behaviour, the Centre Co-ordinator /resource person may

- Discuss the incident with student, parents/guardians/guardians relevant staff team and or centre counsellor if applicable
- Decide with students on agreed strategies and if necessary, create contract which explicitly and clearly states expectations pertaining to student's behaviour and supports offered for students to adhere to these
- Review progress on a weekly basis, evaluate the effectiveness of intervention
- If no change in behaviour has been noted after a one-week period, students are given a verbal warning and parents/guardians are informed of same
- Meeting may be called once again with parents/guardians Parents/Guardians may be asked to collect their child from the centre immediately if it constitutes a serious breach of code of behaviour and impacts on the health and safety of others within the centre.

Fair and Impartial Implementation of Code of Behaviour

Imposing suspensions in any form will be in adherence with due process and fair procedures. This involves the right to be heard and the right to impartiality.

- The right to be heard means
 - i) The right to know that the alleged misbehaviour is being investigated (all parents/guardians/guardians of students over 18 are informed in writing students over 18 are informed in writing)
 - ii) The right to know the details of the allegations being made
 - iii) The right to know how the issue will be decided
 - iv) The right to respond to the allegations before a decision is made
 - v) Where the possible sanction is of a serious matter, the right to be heard by the decision-making body
- The right to be impartiality means
 - i) The right to an absence of bias in the decision maker
 - ii) The right to impartiality in the investigation and the decision making

In Youthreach Centres fair procedures apply to the investigation of alleged misbehaviour that may lead to suspensions or expulsion and the process of decision making in relation to establishing the alleged actions of the student and what sanction to impose if applicable. While the principles of fair procedures will always apply in addressing misbehaviour, the degree of formality required in implementing these procedures will depend on the gravity of the alleged behaviour and on the seriousness of the possible sanction. The right to be heard and absence of bias will apply regardless.

Communication mechanisms for Code of Behaviour

- All students shall receive a copy of the code of behaviour at interview stage in adherence with the admissions policy.
- The code of behaviour will be discussed with students at induction and they will sign an agreement to abide by same
- Centre specific rewards systems & responses to promote positive behaviour will be developed in conjunction with all students at the beginning of each academic year
- The Code of behaviour will be available on the Centre Website, where possible.

Records

Students will be informed when a record is being made about their behaviour and the reasons for keeping the record.

Written reports are kept on:

- Behavioural incidents
- Investigations
- Decision making process
- Decision and rationale for same
- Duration and any conditions attached

Records will be kept in accordance with Cork ETB Data Protection Policy.

Complaints Procedure

Cork ETB Youthreach Centres are committed to providing a high-quality service. However, all students and parents/guardians have a right to raise a complaint both formally and informally, if they are dissatisfied with the standard or quality of service provided.

Informal Complaints Procedure

The Centre Coordinator and/or Resource Person will meet with the student and/or parents/guardians to discuss any concerns or issues regarding the code of behaviour at an



agreed time suitable to all parties. If they are not satisfied with the outcome of the discussion they may request to speak to the Adult Education Officer, who will try to resolve the complaint or direct you to the most appropriate procedure to resolve the complaint. If the student (over 18) or parent is not satisfied with the decision of the Coordinator and Adult Education Officer they can then proceed to submit their grievance to Cork ETB in accordance with the [Cork ETB Complaints Policy](#). All students and/or parents/guardians will receive information on the complaints policy at the interview stage.

Formal Complaints Procedure

Formal complaints should be submitted to on the official complaint form to Customer Care Section, Corporate Services, 21 Lavitt's Quay, Cork or emailed to customercare@corketb.ie Complaints must generally be submitted no later than one month from the date of the incident.

Section 3: Consequences for breaching the code of behaviour

Where a student's behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of the students with the needs of other students and staff.

A sanction is a form of positive intervention. However, sanctions are unlikely on their own to change behaviour. They should be used as part of a wider plan to help the student to learn.

A sanction should be used in a respectful way that helps students to understand the consequences of their behaviour and to take responsibility for changing that behaviour. In particular, a sanction should:

- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be timely.

What is Unacceptable Behaviour?

Unacceptable behaviour includes:

- behaviour that is hurtful (including bullying, harassment, discrimination, victimisation, violation of privacy and false allegations)
- behaviour that interferes with teaching and learning
- threats or physical hurt to another person
- damage to property
- theft.

Step 1: Restorative Intervention

Students will be invited to engage in a restorative intervention, e.g. a restorative conversation with a key worker, Resource Person or Coordinator, to reflect on alternative ways to deal with situations rather than breaching the code of conduct.

Step 2: Informal Warning

In the event of repeated or minor once off unacceptable behaviour a student may be given an informal verbal warning. A record of this will be maintained in their file.

Step 3: Formal Warning

In the event of a serious incident, a student will be issued with a formal written warning. A copy will be kept in the learners file.

Two or more formal warnings in any month or lesser period may result in the student being suspended pending review of their position on the programme.

Step 4: Suspension

In serious instances, the Co-ordinator, or Resource Person in the Coordinators absence, has the authority to suspend a student and the length of suspension will be proportionate to the behaviour but will not normally exceed two weeks.

In the instance of immediate suspension, the parents/guardians of students under 18 needs to be notified and arrangements made with them for the students to be collected.

Named behaviours which may warrant immediate suspensions and or expulsion include

- Safety of students, staff and others; this may include verbal/physical abuse and or sexual harassment,
- Damage to Centre property and or health and safety equipment
- Drugs or alcohol on person or Selling / distributing of same

Period of Suspension

3 days is the recommended timeframe for a suspension except in exceptional circumstances where the Co-ordinator considers that a longer period (10-day threshold) is necessary in order to achieve a particular objective. The Co-ordinator will document reasons for same and inform student and or parents/guardians of these reasons.

Where the total number of days in the academic year for which the student has been suspended for more than 20 days the parents/guardians of student if over 18 may appeal the suspension (see Section 4: Appeals)

Step 5: Expulsion

The decision to expel a student from Youthreach Centres within CETB is only taken when all other strategies, supports and interventions have been tried and reviewed.

Grounds for expulsion may include

1. Where the student's behaviour is a persistent cause of significant disruption to the learning of others and or the teaching process
2. Where the students continued presences in the Centre constitutes a real and significant threat to safety of staff and other students
3. Where the student is responsible for serious and criminal damage to property

In some cases, a student may be expelled for a first offence. The kinds of behaviour that might result in expulsion may include behaviours such as

- Supplying illegal drugs to others in the Centre
- Serious criminal damage to property
- Sexual Physical assault serious threatening behaviour (physical / verbal)
- Violent and serious aggressive behaviour towards others
- Carrying / using other weapons of any kind

Procedures in respect of Expulsion

Where a preliminary assessment of the facts of the allegation confirms that there has been serious misbehaviour that could warrant expulsion the following steps in line with fair procedures will include

- The Co-ordinator will conduct a detailed investigation in line with fair procedures
- Student and parents/guardians will be informed about the details of the alleged incident, how it will be investigated and that it could result in expulsion.
- Student and parents/guardians will be given every opportunity to respond to the allegation before a decision is made and sanction imposed

The Centre will already have taken the following steps to address the unacceptable behaviour and to avoid the expulsion of the student

- Meeting with student to review progress and to re-iterate policy regarding centre code of behaviour which student signed up to.
- Implemented supports and interventions with student
- Meeting Parents/guardians/Guardians to improve behaviour if under 18.
- Meeting students and parents/guardians/guardians to discuss consequences should behaviour persist if student is under 18.
- Referring students to external agencies and supports as required
- Implementing reduced timetables, suspensions, 1:1 supports, counselling.

1. Based on the investigation the Co-ordinator may form a view that expulsion is warranted and will make a recommendation to the Board of Management to consider expulsion
2. Parents/guardians and students will be given written records of the allegation, the investigation, written notice of the ground on the which the Board of Management is being asked to consider expulsion
3. Board of Management will also be given copies of the same records given to parents/guardians/students as outlined above
4. Parents/guardians will be notified of the date of the hearing by the Board of Management and will be invited to the hearing
5. Parents/guardians will be advised that they can make a written or oral submission to the Board of Management
6. Parents/guardians will be given enough notice to allow them to prepare for the hearing

Consideration by the Board of Management of the recommendation of expulsion and the holding of the hearing

1. It is the responsibility of the Board of Management to review the initial investigation and satisfy itself that it was carried out in line with fair procedures
2. The Board of Management will undertake its own review of all documentation and circumstances of the case. Any party who has had any involvement with the circumstances of the case will not attend the board's deliberations e.g. if board member was involved
3. If the Board of Management decides to expel the student, they will hold a hearing which will be carried out in accordance with Board Procedures
4. At the hearing the Co-ordinator, the parents/guardians or a student if over 18yrs old, put their case to the Board in each other's presence. Each party may question the evidence of each other directly
5. Parents/guardians may make a case for lessening the sanction
6. The Board will take care to ensure that they are seen to be and that they are impartial and ensure that the hearing is conducted and carried out using fair procedures
7. Parents/guardians may wish to be accompanied to the hearing and the Board will facilitate this
8. After both sides have been heard, the Board will ensure that the Co-ordinator, Parents/guardians and students are not present for the deliberations

Board of Management Deliberations and actions following the hearing

Having heard from all parties the Board will decide whether or not expulsion is the appropriate sanction



Where the Board having considered all the facts of the case is of the opinion that the student should be expelled the Board will notify the parents / guardians and Education Welfare Officer, if the students is under 18 in writing of their opinion.

Notification in writing of the appeals process will be given to the parents/guardians

Section 4: Appeals

An appeal can be made against the decision of Centre Management to expel a student if the student, or their parent/guardian if the applicant is under 18, is of the opinion that the procedure was not followed or that they have been treated unfairly.

Appeals shall be put in writing on the official form (Appendix 2: Application Form for Appeal of Youthreach Expulsion or Refusal to Admit) to the Director of Further Education and Training, Cork ETB, 21 Lavitt's Quay, within 10 working days of receipt of the notification that their application has been unsuccessful. The application must include a rationale for the appeal. The Director of Further Education and Training will arrange a hearing by the CETB Appeals Board as appropriate.

Cork ETB reserves the right to add to, modify or vary the Centre strategies and responses to promote behaviour, in the Youthreach Centres in the event that unforeseen circumstances arise that require such modification or variation at short notice.

Any such amendment will be communicated to all members of the Centre Community.



Appendix 1: Template for Standards of Behaviour which are expected to be adhered to as a student on the CETB Youthreach Programme (to be adapted for each Youthreach Centre in consultation with staff, student and parents)

EXPECTATION	
1. Attendance and Time Keeping	
This means that:	<ul style="list-style-type: none"> • You attend every day on time 9AM • You contact the Centre at 9AM if you are going to be absent • You are in class apart from the following break times: <ul style="list-style-type: none"> ○ 10:50-11:10 ○ 13:10-13:50 ○ 15:10-15:20 • If you are under 18 and must leave the centre during the day, a member of staff must be contacted by your parent/guardian • If you are over 18 and must leave the centre during the day you must inform a member of management in writing for reasons of your early departure
Strategies in Place to promote attendance and punctuality	<ul style="list-style-type: none"> • Personal Responsibility • Award for good attendance; Centre trips and student of the month • Key working support. • Positive feedback and encouragement
Responses to address attendance and punctuality issues	<ul style="list-style-type: none"> • If a student misses more than 20 days they may forfeit their place • Consistent lateness (exempting transport logistics) may result in non-participation in Centre trips

Expectation: 2. That you co-operate and participate in class	
This means that:	<ul style="list-style-type: none"> You are on time for class. You have what you need for class You do not prevent others from learning by messing You hand up your phone upon Centre sign in and you don't access your phone again until big break You remain in class unless permission is granted to leave You follow instructions and participate fully for the duration of the class or activity.
Strategies in place to promote positive behaviour in class	<ul style="list-style-type: none"> Personal Responsibility Key working Support Student of the month Positive feedback and encouragement Amount of day trips reflect good behaviour Positive Parent/guardian meetings Individual Learning Plans Referral for work experience programme
Response to address lack of participation and co-operation in class	<ul style="list-style-type: none"> If a student doesn't go to class following every effort on behalf of the staff he/she MAY be asked to leave the Centre for the rest of the day and their allowance will be effected accordingly If a student is caught with a phone in class the phone is confiscated, they will not be allowed the phone at big break and will not be allowed to partake in the next Centre trip

Expectation:	
3. That you participate fully in all Centre activities when requested to do so.	
Class work is only one part of the centre programme. The programme also includes such activities as preparing and serving food for the entire centre, eating together, cleaning up, maintaining the building and grounds and getting involved in community projects. Other activities include counselling, key working, work experience, Centre trips/activities.	
This means that:	<ul style="list-style-type: none"> You will take responsibility on how your actions will affect others in the Centre. You follow instructions and participate fully for the duration of the activity. You take personal responsibility in how you represent the Centre You commit to your work experience placement
Strategies in place to support positive behaviour in Centre activities	<ul style="list-style-type: none"> All efforts are made to provide a wide range of activities in an effort to cater for each individual student Key-working Support Amount of day trips reflect good behaviour
Responses in place to address Issues of participation	<ul style="list-style-type: none"> Forfeiting place on up-coming Centre Trips Meeting with Co-ordinator/Resource person Meeting with parents if student under 18

Expectation: 4 That you have respect and consideration for others.	
This means that:	<ul style="list-style-type: none"> You are fair and honest with everyone. You help other students and staff if they need support. You do not verbally abuse students or staff face to face or online You do not sexually harass other students or staff You do not make offensive or inappropriate remarks based on people's race, gender, religion or sexuality You do not fight or threaten to fight inside or outside of the centre
Strategies in place to promote positive behaviour	<ul style="list-style-type: none"> Personal Responsibility Praise for effort as well as achievement Key-working support Phone parents/guardians noting good behaviour Class trips Student of the month
Responses in place to address Bullying and Harassment	<ul style="list-style-type: none"> Depending on the seriousness of the Bullying incident, The Centre Coordinator and staff may be obliged to report the bullying incident to TUSLA or the guards If a student impacts intentionally on the health and safety of any individual within the Centre he or she may be immediately expelled

Expectation	
5. That you respect the centre environment and property of the centre.	
This means that:	<ul style="list-style-type: none"> • You contribute to keeping the centre clean and free of litter. • Centre property is not damaged. Computers are not damaged. • Toilet facilities are kept in a clean and hygienic manner • You clean up as part of the cleaning Rota if applicable • You don't interfere with fire equipment in the centre
Strategies in place to promote positive behaviour	<ul style="list-style-type: none"> • Personal Responsibility • Key working Support • Student of the month
Responses in place to promote positive behaviour	<ul style="list-style-type: none"> • If you damage centre property you replace or fund repairment costs. • If you intentionally damage fire extinguishers or any health and safety equipment within the centre you may be suspended or expelled following an investigation.

Expectation	
6. That you do not use addictive/intoxicating substances or mood-altering substances in the Centre or during Centre activities.	
This means that	<ul style="list-style-type: none"> You do not use any drugs or smoke rollies during Centre hours You only smoke cigarettes in the designated area You do not distribute or sell alcohol, stimulating substances purchased legally or illegally such as drinks/substances/solvents at any time on centre campus or during centre related activities
Generic YR strategies in place to promote positive behaviour	<ul style="list-style-type: none"> Counselling Key working. Drugs education in SPHE Guest Speakers
Responses in place to promote positive behaviour	<ul style="list-style-type: none"> Any student found smoking rollies may be suspended On the first occasion a student is caught with rollies the suspension will be for 1 day, on the second offence the student will be suspended for 2 days and on the third occasion the student will be suspended for 3 days. There after the student may be removed from the programme and will be informed of his/her right to appeal Any student who is found to be dealing or selling illegal substances may be expelled

We know that the Code of Behaviour within Youthreach Centres supports a safe learning and professional environment through the promotion of positive behaviour and high expectations of all students.

We ask you that you show your support for and willingness to abide by the Code

I understand, accept and will abide by the Code of Behaviour as outlined in this Youthreach Centre.

Signed _____ (Student) Date: _____

Signed _____ (Parent Guardian)

Signed _____ (Coordinator/Resource Person)

Date _____



Appendix 2: Learner Contract for Student

Under 18

Over 18

1. Individual Learning Plan

I am aware that Youthreach has a personal tracking plan for all students and I commit to attending meetings (maximum of two in any one year) to support progress for my son/daughter within this plan.

YES NO **2. Participant Punctuality**

I am aware that students will be docked allowance if they do not attend.

YES NO **3. Programme Hours**

I am aware the of programme times. I am aware that a parent/guardian needs to give the Centre permission for students under 18 to leave the centre.

YES NO **4. Sign in Procedure and Attendance**

I am aware that students must sign in and out for receipt of training allowance. I am aware that students may lose their place in Youthreach if they miss more than 20 days and that holiday pay is paid based on attendance throughout the academic year.

YES NO **5. Probationary Period**

I am aware that students will be on probation for the first 8 weeks of the programme and that they may lose my place if the Code of Behaviour is not adhered to.

YES NO **6. Sports & Recreation Activities**

I agree to participate in sports and leisure activities as part of the Youthreach Programme.

YES NO **7. Zero Tolerance towards Drugs**

I am aware that Youthreach has a zero tolerance towards drugs and I am aware that students may be suspended if drugs are found on their person. I am aware that within the centre and on centre outings, tobacco rollies are *not* allowed on students' person. I am aware that students may be expelled if found to be selling illegal drugs/substances within the centre or on centre grounds.

YES NO **8. PR & Advertising**

I give my permission or I have parental/guardian permission to appear in publicity and advertising material for the Youthreach

YES NO

9. Child Protection, Anti-Bullying, Code of Behaviour, Equality, Health & Safety

Both I and my Parent/Guardian (where student is under 18 years of age) have been informed about all of the above policies and procedures and where to access same

YES NO

10. Fire Equipment

I am aware that students will be expelled if they interfere with any fire equipment in the centre.

YES NO

11. Sick Leave

I am aware that if students am deemed to be sick/unfit for participation in the programme they may be sent home. I am aware that students are entitled to no more than 7 sick days certified and 3 uncertified sick days in any one year.

12. Activities & Trips Away from the Centre.

I have consent from for my parent/guardian (where student is under 18 years of age) to participate in external trips and I am aware that participation in external trips is dependent on behaviour, class participation and attendance.

YES NO

13. Assessment

I am aware that all students are assessed in literacy/numeracy on entry into Youthreach.

YES NO

14. Centre Counsellor

I have permission from my parent/guardian to attend the centre counsellor

YES NO

15. Work Experience

I agree to or I have permission from my parent/guardian (where student is under 18 years of age) to participate in and commit to Work Experience during the Academic Year.

YES NO

16. Meal Contribution

I agree to or I have permission from my parent/guardian (where student is under 18 years of age) for 80 Cents a day to be contributed towards meal provision throughout the year. I am aware that this contribution does not affect my training allowance.

YES NO

17. Travel Allowance

I am aware that students are legally bound to inform the centre of any change of address throughout the academic year and this impinges on travel allowances. I agree to bring in relevant documentation as instructed by Centre with proof of address for filing purposes.

YES NO

18. Use of IT

I am aware that students will use electronic equipment in the classroom only with staff permission.

YES NO

19. Healthy Eating

I am aware of that Youthreach promotes Healthy Eating and know I am not to bring fizzy drinks with me to the centre.

YES NO

20. Exchange of Goods/Money

I am aware that it is against the centre's code of behaviour to exchange any moneys for goods with any students within the centre.

YES NO

Please ask staff member if you need details on any of the above



Information Booklet

I acknowledge that I have received and read through the details in the Participant Induction Booklet and I have received information on the aforementioned policies. I have signed Permission Forms and agree with key principles in Code of Behaviour.

Please ask staff member if you need details on any of the above

Signed: _____
Parent / Guardian (under 18)

Date: _____

Signed: _____
Student

Date: _____

For Official Use

I _____ verify that I have gone through in detail the Participant Induction Booklet with the aforementioned student who is under 18 and have thoroughly explained to the parent / guardian the content of same.

Signed: _____
Staff Signature

Date: _____



Appendix 3: Application Form for Appeal of Youthreach Expulsion or Refusal to Admit

Please complete this form in BLOCK letters and send to the Director of Further Education and Training, Cork ETB, 21 Lavitt's Quay, Cork **within 10 working days** of receiving official notification of expulsion or refusal to admit.

This form should be completed by a parent or guardian when the student is under 18 years of age.

Please refer to CETB Youthreach Admissions, Attendance and Code of Behaviour Policies for further information.

Student Name:
Parent/Guardian Name (if student is under 18):
Address:
Contact number:
Email address:

Reason for your appeal (please tick one box only)	
1. Refusal to admit student to Youthreach	<input type="checkbox"/>
2. Expulsion due to breach of the Youthreach Code of Conduct	<input type="checkbox"/>
3. Termination due to not fulfilling attendance requirements	<input type="checkbox"/>
Please explain the reason for this appeal application:	