

## PCH Code of Behaviour, Disciplinary Pathway and Ladder of Referral

### **Scope**

This policy applies to all our students during the school day and on all other related school activities.

### **Mission Statement**

Presentation College Headford is a voluntary, Catholic secondary school which opens its doors to all. Its aim, in partnership with parents, is to facilitate the education of its students for Christian living, by developing each one morally, socially, culturally, spiritually, intellectually, emotionally and physically.

We seek to promote a caring and committee school community where learning is nurtured, where gifts are recognised and the dignity of each person is valued.

### **Rationale of our Code of Behaviour**

The Code of Behaviour was formulated in accordance with Section 23 of the Education and Welfare Act 2000, which requires our Board of Management to draw up and make available a Code of Behaviour to all its students and their respective parents/guardians. It also recognises the provisions of the EPSEN Act, the Equal Status Act and the Safety, Health and Welfare at Work Act.

Our school is a community of people with shared interests and goals. We aim to promote good behaviour through encouraging our pupils to respect and have regard for their fellow pupils, teachers, support staff and the school environment.

Similarly, an essential element in our school is beneficial communication between the partners involved including; the students, teachers, management, parents/guardians and Board of Management (BOM).

Parents/Guardians must confirm that the code is acceptable to them, by signing the attached form. Failure to confirm in writing is deemed by the Board of Management as an acceptance of this policy and the sanctions held within. We look forward to the active support of parents/guardians in implementing our Code of Behaviour.

This Code of Behaviour was devised having regard for all of the above.

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### **Principles Underlying our Code of Behaviour**

- In developing this Code of Behaviour, we endeavour to be inclusive and to integrate our Mission Statement therein.
- The school climate and atmosphere are created by the actions and behaviour of everybody in the school community.
- Good behaviour can influence how students learn. Our Code of Behaviour is a positive support to the teaching and learning of our teachers and students.
- Promoting good behaviour is the main goal of our Code of Behaviour.
- Therefore, the school's Code of Behaviour is primarily preventive and secondarily corrective.

### **Good behaviour is rewarded by:**

- Verbal praise.
- Good work/behaviour noted in the student journal or on a Home-School link.
- End of year award ceremonies acknowledging student performance in various aspects of school life throughout the academic year.
- Attendance drives.
- Rewards such as outings, trips etc.

### **School Supports**

Presentation College has formal and informal structures to support all members of our school community. The school endeavours to give students every possible support and assistance in upholding the Code of Behaviour and this is reflected in our extensive Pastoral Care system and Wellbeing programme. Teachers and management also provide additional supports to students, parents and teachers in addressing behaviour issues with individuals or class groups. These relationships are central to the good behaviour and discipline which our Code of Behaviour is designed to promote.

### **Personnel and Support Interventions**

#### **All Staff Members**

Teachers and other school staff support and promote good behaviour at class and school level by using some of the following strategies:

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- Explaining, teaching and modelling good behaviour.
- Having a consistent approach to promoting good behaviour.
- Fostering positive relationships and interactions between staff and students.
- Ensuring that the Code of Behaviour is clear and widely understood by the students.
- Recognising and giving priority feedback to students about behaviour.
- Using interventions- including: individual, small groups and whole school supports led by appropriate and relevant personnel.

Additionally, and in support of this:

Each class group has a weekly, dedicated **Wellbeing** class.

Each year group has a **Year Head** and several **Tutors**.

The school's **Guidance Counsellors** have a pastoral role with the students both on a one-to-one level and within each class/group/year.

The **Pastoral Care team**<sup>1</sup> meet on a weekly basis.

The **Special Education Needs Co-ordinator** co-ordinates support for students with special educational needs as they progress through our learning community.

The **Behaviour for Learning teachers (BfL)** work with management, other members of the SEN (Special Educational Needs) team, parents and students to develop, implement, and review programmes, specifically designed for students in need of intensive individualised intervention.

***\*The above is not an exhaustive list and serves as a representative example of supports and interventions on offer within our learning community. It is resource and allocation dependent.***

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<sup>1</sup>The Pastoral Care team consists of the Principal and/or Deputy Principals, Guidance Counsellor, Behaviour for Learning teachers, Student Welfare Officer, Year Head

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### Rules and Expectations of PCH students

#### 1. Respect

All members of the school community are expected to treat other members of PCH with care and respect: this includes fellow students, teachers and all who visit our school. Students must have courtesy, consideration and good manners in their dealings with others.

A PCH student is expected:

- Treat every individual with respect, tolerance and understanding.
- Be helpful.
- View all forms of bullying as extremely inappropriate behaviour.
- Not condone or be involved in fighting in or out of school.
- Respect the property of students and teachers.
- Be polite, show respect, co-operation and courtesy to all members of the PCH community.
- Not behave in any manner that seriously damages the reputation of the school and its community.

#### 2. Attendance and Punctuality

Punctual attendance at all classes is expected. It is essential that students arrive to class on time as lateness disrupts the teaching and learning environment. Expectations of a PCH student from our Attendance Strategy are as follows:

- Be in class ready for the lesson at 9.10 am each morning and after lunch at 2.10 pm.
- It is important to let the school know if a student is unable to attend by phoning the school office and writing a note in the journal which is presented to teachers on return from absence.
- Absence from school will be notified to parents by text.
- Ongoing failure by parents/guardians to engage with the school may result in the matter being referred to the BOM and parents/guardians may be called to meet the BOM.
- The Educational Welfare Officer (EWO) will also be informed of absences.
- Students who are not in class, i.e. late for class, need to go to their lockers or the toilet will have this noted in their journal. Students may only be on corridors during class time if in receipt of a 'Hall Pass' from teacher.

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- If a student has 3 'lates', they automatically receive a lunch-time detention by the Year Head who will send a text/letter home to this effect.
- If the issues continues a meeting between parents/guardians and management will occur.
- If no improvement occurs despite interventions and supports, the matter will be referred to the National Educational Welfare Board (NEWB).

### 3. Dress Code for Students

As ambassadors for Presentation College, students are expected to present in a clean, full uniform at all times including:

- School jumper with crest.
- Blue polo/collared shirt.
- Navy trousers.
- Knee length navy skirt.
- Black shoes/trainers (**no trainers with white or coloured markings or soles**).
- Official school crested jacket.
- The following jewellery is permitted: one bracelet, one watch, one necklace, one pair of stud earrings and one ring on each hand.
- Brow and nose rings/studs (or whatever other body piercing is visible) **are strictly forbidden**. Students will be given an opportunity to remove them but refusal to co-operate will result in a parent meeting to organise removal of the piercing.
- Excessive make-up is not permitted.
- No alteration or adornments to the school uniform are permitted.
- PE gear only worn in PE class.
- **Leggings/Jeggings/Track-suit or sportswear are not appropriate for school.**
- If there are any SEN considerations with regard to uniform, a meeting will take place with parents/guardians and the appropriate interventions will be investigated.

Furthermore, if students are not in full school uniform the following actions will take place:

1. Home will be contacted and parents/guardians will be given the option to collect their child, so that they can return home to change into their full school uniform.

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2. Alternatively, home will be contacted and the student will be given one of the school's limited supply of extra trousers/jumpers (if available) for the duration of the school day. This clothing is to be returned to the office laundered at the next available opportunity. Students **who persistently** come to school without their full school uniform may receive detention (even when a note from home has been supplied.)

### 3. School Environment

Everyone in PCH is responsible for the care of our premises. A PCH student is expected to:

- Respect the school environment, keep it clean and free from graffiti.
- Place litter in the bins.
- Know that chewing gum, tippex and aerosols are prohibited on school grounds.
- Take care and not damage school property. Any student who is responsible for damage, accidental or otherwise, to school property will be charged the cost of repair or replacement, as appropriate.

### 4. Classroom Practice, Organisation and Homework

Good classroom practice and organisation are essential for effective teaching and learning. PCH students are expected to observe the required classroom procedure and to be prepared for each class. Therefore, students must:

- Arrive on time with **all** necessary materials, e.g. journal, textbooks, pens, pencils, copies, calculator as listed on yearly booklists.
- Have homework ready for the start of each class.
- Remain seated unless permission given by the teacher.
- Refrain from eating in class unless given specific permission to do so.
- Pick up any paper/rubbish on/under your desk and put rubbish in the bin as you leave the room.
- Visit the locker area at appropriate times **only** (before first bell, during break and lunch-times and after school, and before and after PE/sport).
- Be responsible for their school bags during the school day. School bags must be stored **inside** of the locker. Gear-bags are to be stored **on top** of the locker. Discarded bags will be stored.
- Record all homework in the journal.
- Complete all work to the best of one's ability and be ready to present to the teacher on request.
- Take responsibility to find out and complete homework assigned if absent due to extra-curricular participation.

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- Present homework in a neat, tidy and legible fashion.
- Seek clarification from the teacher on any aspect of their homework of which they are unsure.
- Pay attention to feedback and corrections from teachers.
- Participate well in class work and strive to achieve your full potential.

### 5. Student Journal

The school journal is our primary method of communication with home and the following rules apply:

1. The journal **must be brought to school every day** and **placed on the student's desk** at the beginning of each lesson/study period.
2. All First Year students must get their journal signed **nightly** by their parent/guardian. All other students must get their journal signed **weekly** by their parent/guardian.
3. The journal must be kept neat and tidy and free from graffiti.
4. If a student has to leave school early, an explanatory note must be written in the journal. The student must then be signed out at the school office by a parent/guardian.
5. All notes explaining absences must be written and signed by the parent/guardian in the appropriate section of the journal. Upon return to school, student must present this note to each of their relevant subject teachers at the beginning of each class.
6. Any student arriving late to school must present to the school office and get a late slip, before proceeding class. This late slip must be shown to the appropriate class teacher who will amend the roll on VSWARE.
7. In the event of the journal being lost, mislaid, damaged or containing graffiti, students must report to their relevant Year Head. The purchase of a replacement journal may be required.
8. Journals may be subject to periodic inspections by staff members.
9. Failure to produce a journal and unsigned journals may lead to a sanction being imposed.

### 6. Extra -Curricular Participation

Extra- curricular activities can help in the personal development of students in PCH. They enrich and enhance school life, build school spirit and improve interpersonal relationships. Students are expected to:

- Recognise that it is a privilege to participate in school extra-curricular activities and to represent PCH.

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- Ensure that they do not exclude themselves by their own negative behaviour. Should this occur, a student may not be allowed to participate in, or attend extra-curricular activities for an indefinite period until substantial improvement has been recorded.
- Catch up on all work missed resulting from extra-curricular participation.

### 7. Mobile Phones and Internet

The following rules apply in relation to the use of mobile phones and internet:

- The point of contact for students is through the school office **only**.
- Phones are not to be used during the school day<sup>2</sup>. Mobile phones may only be used in class **for educational purposes and only at the request of the teacher**.
- If a student's phone is used inappropriately, the device and the SIM card will be confiscated and can be collected at the end of the day in the Principal's office. The student must provide the Principal with his/her phone number and the Principal will call the confiscated phone to ensure ownership.
- No student under any circumstances may record/photograph or post images or content taken in school without permission of senior school management. This includes, posting to any social networking sites.
- Any student found to use their phone to bully or intimidate others may be subject to further sanctions.
- If the phone has been used in a bullying incident or any incident that has been referred on to the Health Service Executive (HSE)/Gardaí, the phone may be passed to the external agency as part of an on-going investigation.
- Under no circumstances can students use their phone to contact home during or between classes. They may contact home through the school office. Parents are asked to make contact with their child during the school day through the school office only.

### 8. Substance Abuse

The PCH learning community is committed to the safety and wellbeing of its students in relation to the possession and prohibition of illegal substances (see Substance Abuse Policy). Our students are expected to:

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<sup>2</sup> This applies from first bell at 8.50 am

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- Understand that the possession and consumption of alcohol and tobacco (including e-cigarettes) is strictly forbidden while on the school grounds or on school business.
- Be aware that the use of non-prescribed drugs or controlled substances on the school premises or during school related activity will be subject to immediate disciplinary action, which may result in sanctions up to, and including suspension and expulsion.

### Notes- Inappropriate Behaviour

It is the responsibility of the school authorities to maintain a classroom and overall school environment which is supportive of teaching and learning. Despite the best efforts of schools, inappropriate behaviour happens. ***Even minor breaches of the Code of Behaviour can be disruptive, particularly if they are repeated and persistent. Where a student's behaviour disrupts the teaching and learning of other students, sanctions will apply.*** Interventions and sanctions will be determined using professional judgement.

#### Interventions and Sanctions are necessary to:

- Help students to accept responsibility for their own behaviour.
- Assist students in realising that their behaviour is unacceptable.
- Encourage students to recognise the effects of their actions and behaviour on others.
- Help students (in ways appropriate to their age and development) to understand about choices and chosen behaviour, and that all chosen behaviour has consequences.
- To prevent serious disruption of teaching and learning.
- Keep the student, or other students or adults safe.

As a normal course of events, minor breaches of rules within PCH are dealt with at the lowest level by the classroom teacher, with an appropriate sanction/intervention. Behaviour which repeatedly falls short of required expectations of a PCH student will merit, at a minimum a Stage 1 referral on our Disciplinary Pathways/Ladder of Referral\*.

The Subject Teacher will deal with the implementation of the Code of Behaviour at Stage 1. Parents will be notified through use of the journal as the main communication between school and home.

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The Year Head takes responsibility for the pastoral care and academic progress of students in a particular year group and also the implementation of the Code of Behaviour between Stages 2 and Stage 4 (inclusive). He/she works closely with the class tutors/teachers; gets to know student in year; is the next resource available to the class teacher if remedial steps to improve behaviour are unsuccessful; monitors student performance/behaviour; speaks to, advises and admonishes students; contacts parents/guardians, if necessary liaises with the Deputy Principals/Principal; keeps records etc. The Year Head will deal with breaches of discipline as they occur. Some serious breaches may be reported to the Deputy Principals/Principal and dealt with directly. When it is found necessary to impose serious sanctions the Year Head will discuss the matter with the Principal or Deputy Principal.

The Deputy Principals under the direction of the Principal, administers the Code in the school on a day-to-day basis, liaises with and supports the Year Heads, keeps records as appropriate and reports to/consults with the Principal. In general, the Deputy Principal will deal with the implementation of the Code of Behaviour at Stage 2, 3 and 4 in the absence of the Year Head, and at Stages 5 and 6.

The Principal is the ultimate authority within the school and is involved in all cases of indiscipline that might involve serious sanctions but particularly at Stages 6 and 7.

The Board of Management has overall responsibility for ensuring that the Principal, under its direction, administers the Code of Behaviour in a fair and equitable manner.

### **Detention (Stages 2 and Stage 3)**

Teachers, as part of their classroom and student management may decide to impose a short period of detention or delay (Five minutes delay at break-time and ten minutes at lunch-time).

Lunchtime detention takes place from Monday to Friday from 1.45 pm to 2.05 pm in Room 38. A day's notice will normally be given to a student being put on detention and parents will notified by text/letter. A more formal sanction of evening detention may be imposed by the Year Head, Deputy Principal or Principal. Times for evening detention are determined by the school and home is notified by text/letter.

### **Behaviour Review Committee (Stage 4)**

**The Behaviour Review Committee** arising at Stage 4 constitutes the Year Head, DP and Tutor. They can:

- Require the student and/or the student's parents to attend a meeting of the committee.

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- Recommend a pastoral or intervention from outside agencies.
- Recommend a period of suspension to the Principal.
- Discuss and explore alternative options and placements for the student such as Youth Reach etc.
- Recommend a referral through Tusla or seek the support and assistance of the Educational Welfare Officer.
- Impose any other sanction/intervention including detention/on-report/counselling which they deem appropriate.
- The student will be encouraged to understand the rule(s) they have broken, the effects of their behaviour on themselves; their peers, and other members of the school community and will be guided on how they can react differently and more positively in future situations.
- Students will be given the opportunity to make amends for their actions.
- Appropriate sanctions will be imposed.

### **Disciplinary Sub-Committee Board of Management (Stages 6)**

The Disciplinary Sub-Committee of the Board of Management is convened at Stage 6 and includes the Principal to meet with student and parents/guardian. Final warning issued to student and parents regarding behaviour.

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	Personnel involved	Sanction/Intervention
<b>Stage 1</b>	Any staff member	<ul style="list-style-type: none"> <li>• Parents/guardians informed by note in journal.</li> <li>• Sanction/intervention in line with normal good classroom management and practice.</li> <li>• Termly review of behaviour.</li> </ul>
<b>Stage 2</b>	Year Head	<ul style="list-style-type: none"> <li>• Recorded on Purple Referral Sheet.</li> <li>• Parents/guardians informed by text.</li> <li>• Lunchtime detention and/or other appropriate sanction.</li> <li>• Termly review of behaviour.</li> </ul>
<b>Stage 3</b>	Year Head	<ul style="list-style-type: none"> <li>• Recorded on Purple Referral Sheet</li> <li>• Parents/guardians informed by text/letter.</li> <li>• Evening detention and/or other appropriate sanction.</li> <li>• Termly review of behaviour.</li> </ul>
<b>Stage 4</b>	Year Head	<ul style="list-style-type: none"> <li>• Recorded on Purple Referral Sheet</li> <li>• Meeting sought between Year Head, student and parents/guardians.</li> <li>• Behaviour Review Committee.</li> <li>• Interventions may be sought from other relevant agencies.</li> <li>• 1- day suspension may be recommended and/or other appropriate sanction.</li> <li>• Termly review of behaviour.</li> </ul>
<b>Stage 5</b>	Deputy Principals	<ul style="list-style-type: none"> <li>• Recorded on Purple Referral Sheet</li> <li>• Meeting sought between Deputy Principal, Year Head, student and parents/guardians.</li> <li>• School may seek input from Educational Welfare Officer or other relevant agencies.</li> <li>• 3 -day suspension may be recommended and/or other appropriate sanction.</li> <li>• Termly review of behaviour.</li> </ul>
<b>Stage 6</b>	Deputy Principals/Principal	<ul style="list-style-type: none"> <li>• Recorded on Purple Referral Sheet</li> <li>• Disciplinary sub-committee of Board of Management to include Principal meets with parents/guardians and student.</li> <li>• 5-10 suspension may be recommended and/or other appropriate sanction.</li> <li>• Termly review of behaviour.</li> </ul>
<b>Stage 7</b>	Principal	<ul style="list-style-type: none"> <li>• Case file brought to the Board of Management with recommendation for expulsion by Principal.</li> </ul>

\*Multiple stages may be applied depending on behaviour. Similarly, a student may find themselves directly at Stage 7 if their continued presence in the school presents a real and genuine health and safety risk to students and staff or a severe disruptive influence upon the teaching and learning process.

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