

## 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.

*(Appendix 1 contains details pertaining to the current Covid-19 crisis)*

### **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 (COB) 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 to the formulation of our school's COB is beneficial consultation and communication between the partners involved including; the students, teachers, management, parents/guardians, the Educational Welfare Officer with responsibility for out school community and Board of Management (BOM).

Upon enrolment, parents/guardians confirmed that the existing COB was acceptable to them, by signing the attached form. This consent pertains to this revised COB. Failure to confirm acceptance of COB 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, on a Home-School link or a Student Reflection Sheet.
- 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.

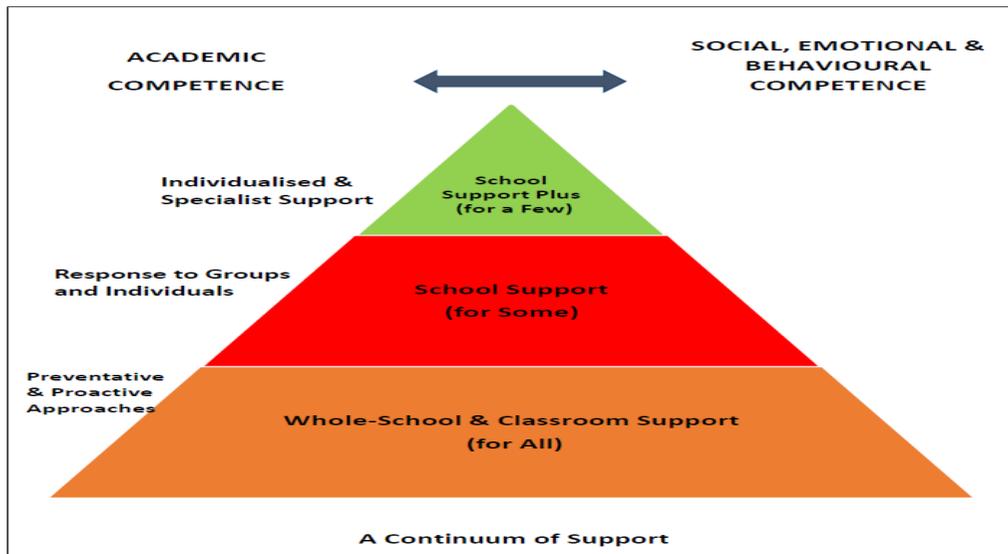
### **School Supports**

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.

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### A Whole School Approach to Positive Behaviour and the Continuum of Support Model

Our Code of Behaviour is aligned to the continuum of support model advocated by NEPS and DES and is an integral part of our whole school approach to positive behaviour.



The levels of support in Presentation College follow this evidenced based approach. When particular challenges with behaviour arise, the identified need(s) of the student and the related supports/interventions that have been put in place are taken into consideration, thereby, informing the best response for both the student and the school.

At the lowest level of the continuum of support all staff encourage and support positive behaviour in our students, while additional support is provided for some by our Guidance Counsellors and Special Educational Team who liaise with teachers, tutors, year heads, senior management and parents/ guardians. Finally, support for a few entails appropriate referrals to outside agencies in order to attain the best outcome for our student(s).

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### 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:

- 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** 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 (BfL) teacher(s)** works 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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### Rules and Expectations of a PCH student

#### 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 regarding attendance:

- Seated in the class and ready for the lesson at 9.10 am each morning and after lunch at 2.10 pm.
- Students who are not in class, i.e. late for class, need to go to their lockers or to 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.
- 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 issue continues a meeting between parents/guardians and management will occur.

Please be aware that:

- Parents must inform the school (through the school office) if their child is unable to attend school, and write a note in the journal which is presented to teachers on return from absence.

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- The school will notify parents of absence from school for morning roll-call by text.
- Ongoing failure by parents/guardians to engage with the school regarding attendance 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.
- 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 or Plain navy unbranded jacket.
- Discreet jewellery- stud earrings **only** on the ears.
- 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\*.

*\*During the period of the current Covid 19 crisis it has been agreed that students wear;*

- *Plain navy tracksuit pants*
- *Blue polo shirt*
- *Runners*

*These items of clothing may **only** be worn on the day a student has PE on their timetable*

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- **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.
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.

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- 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.
- 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.

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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.
- 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>1</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 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.

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<sup>1</sup> This applies from first bell at 8.50 am

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- 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:

- 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.

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- 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.

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 either of the Deputy Principals or Principal.

The Deputy Principals under the direction of the Principal, administer the Code in the school on a day-to-day basis, liaise with and supports the Year Heads, keep 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)**

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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 be 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 may:

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

*\*It is not intended that the BRC will exhaust all of the possibilities outlined above.*

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### 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.

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*.		
	Personnel involved	Sanction/Intervention
Stage 1	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>
Stage 2	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>
Stage 3	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>
Stage 4	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>
Stage 5	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>
Stage 6	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 day suspension may be recommended and/or other appropriate sanction.</li> <li>Termly review of behaviour.</li> </ul>
Stage 7	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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### **Suspension**

The Board of Management has delegated to the Principal the authority to suspend a student. The Principal will report all suspensions to the Board, with reasons for and duration of each suspension. Suspension will only be warranted by very serious misbehaviour and fair procedures will be applied. Reasonable opportunity will be given to students and parents/guardians to discuss any situation warranting suspension. The principles of natural justice will apply, i.e. the right to be heard and the right of impartial decision-making. The Board will review the use of suspension in the school on an annual basis. The Principal, or a staff member designated by the Principal, will emphasise to the student and parents their responsibility for the student's good behaviour, upon return to school and will offer support and guidance.

#### **Suspension procedures:**

1. A breach of the Code has taken place and been reported to the Principal (or in the Principal's absence one of the Deputy Principals).
2. The Principal delegates investigation and documentation of the breach to a Deputy Principal and or a Year Head. Students reaching **Stages 4, 5 and 6** may receive an automatic suspension.
3. The student and their parents/guardians are informed of the precise grounds which have given rise to the possible suspension, and the student is given the right to reply.
4. The Principal and Deputy Principals are satisfied that grounds for suspension exist.
5. The Principal suspends the student.
6. If the suspension is immediate (in the interests of health and safety) the parents/ guardians are informed by phone and invited in to the school immediately. A written notification will follow.

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7. A letter is sent to the parent/guardian containing:
  - Notice of the suspension.
  - Starting date of suspension.
  - Length of suspension.
  - Reasons for suspension.
  - Expectations of student while suspended.
  - Importance of parental assistance in dealing with the breach of the Code.
  - A statement that the student is under the care and responsibility of parents while on suspension.
  - A statement that the Educational Welfare Officer has been informed (If suspension is 6 days or longer, or if the student has been suspended for more than 20 days during the school year).
  - Information on appeal rights.
  - Requirements, which have to be in place when student returns to school (written apologies, extra work etc.).
  - The possible consideration of proceeding to expulsion must be made clear in the letter.
  - Any study programme to be followed.
8. The student is to be supervised until suspension takes effect.
9. The student will not be sent home during the school day, unless suitable arrangements can be made for the student to be collected by parent/guardian.
10. The student will be informed of the procedures for their formal reintroduction into the school.
11. Parents will be requested to attend with the student on the day of their return to the school.
12. Students may be required to sign a Contact of Behaviour.
13. Parents and students may be required to sign agreed conditions on their return.

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14. Upon their return, one of the Deputy Principals or relevant Year Head, or a teacher designated by him/her, will attempt to provide support to the student during the re-integration process. A formal meeting between the students and one of the Guidance Counsellor(s) will be arranged.

15. Written records will be kept.

### **Grounds for removal of a suspension may include the following:**

- Successful appeal to the Board of Management.
- Student and parents have met the specific conditions as laid down by the Principal/Board of Management during the initial suspension meeting.
- Successful appeal under Section 29 of the Education Act 1998.
- New circumstances or other grounds considered relevant come to light.

### **Appeals**

- A suspension can initially be appealed to the suspending body, Principal/Board of Management, by means of a formal letter.
- The Chairperson of the Board may set up a sub-committee of three members to hear any formal appeal. This committee has the right to deal with any disciplinary matter up to but not including permanent exclusion.
- At all times the Board shall adhere to the principles of natural justice.
- Subsequent to this, appeals may be made to the Department of Education under Section 29 of the 1998 Education Act.
- The school may insist that the student remain at home while any appeal on a suspension is in progress.
- All appeals will be heard as soon as is practically possible.
- If an appeal has been successful and the suspension has already been served, it is possible that the only remedy available is to have the suspension removed from the student's file or record.

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### Expulsion

A student is expelled from the school when the Board of Management makes a decision to permanently exclude them from the school, having complied with Section 24 of the Education Welfare Act 2000.

The school will have taken significant steps, which will be recorded and monitored, to address the misbehaviour and avoid expulsion, including, as appropriate:

- Meeting student and parents to try to change behaviour.
- Explaining possible consequences of behaviour.
- Ensuring other options have been tried.
- Seeking support of outside agencies, if appropriate, e.g. National Educational Psychological Services, National Behaviour Support Service, Tusla, Educational Welfare Officer, Youth Advocacy Officer etc.

Expulsion will only be considered in the most extreme cases of indiscipline and when other appropriate sanctions and interventions have failed.

Similarly, expulsion is considered when the behaviour of the student clearly puts the health and safety of others at risk, or where the behaviour is so disruptive as to interfere substantially with the constitutional right of the other students to education.

Furthermore, expulsion is considered when the student's behaviour causes serious damage to property.

There may be exceptional circumstances where the Board of Management forms the opinion that a student should be expelled for a first offence. This measure is allowed by the NEWB's Guidelines for Schools, Developing a Code of Behaviour Section 12.2. These could include:

- A serious threat of violence against another student or member of staff.
- Actual violence or physical assault.
- Supplying illegal drugs to other students in the school.
- Sexual assault.

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While consideration is being given to the question of expulsion, the parents/guardians will be informed of this by registered letter and of their right to present the student's side of the case, under Section 29 of the Education Act, 1998. **The decision to expel a student rests with the Board of Management.**

### Expulsion Procedures

The school will follow fair procedures when proposing to expel a student. When there has been serious misbehaviour that could warrant expulsion, the procedures will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of this recommendation and the holding of a hearing.
4. Board deliberations and actions following the hearing.
5. Consultations arranged by the Education Welfare Officer as prescribed under Section 24 of the Education Welfare Act 2000
6. Confirmation of the decision to expel.

When a decision to expel is made by the Board of Management, a Letter of Notification will be sent to the parents/guardians. The letter will include:

- Notice of expulsion.
- The date that the expulsion becomes effective.
- The reasons for the expulsion.
- A statement that the Education Welfare Officer has been informed.
- A statement that the student is under the care and responsibility of the parents/guardians for a period of 20 days required by the Education Welfare Officer to examine alternative provisions for the education of the student.
- Information and documentation on Appeals rights-a parent, or a student aged over eighteen years, may appeal to the Secretary General of the Department of Education under Section 29 of the Education Act 1998. TUSLA'S EDUCATIONAL SUPPORT SERVICES (TESS) may also bring an appeal, on behalf of a student.

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### **Background information**

This Code has been drawn up with the assistance and input of the following groups: students, parents, teachers and management, the Educational Welfare Officer (EWO) and the Board of Management. The NEWB Guidelines for developing a Code have provided invaluable assistance. Members of various sub-committees gave generously of time and expertise in drafting this document.

The Students' Council has played a valuable role, particularly in relation to the rules for behaviour in the classroom, which are in the form of a contract between the student body and the school.

This Code is subject to ongoing review and shall be discussed, during the second school term each year by a committee of at least three people from the senior management team. The code will also be presented, annually, for discussion at a Students' Council meeting and at a Parents' Council meeting. A more comprehensive review should take place at least every three years and the Code should again be presented to the Board of Management for ratification.

**APPENDIX 1**

**Health and Safety Control of COVID-19 Policy for students    SEPTEMBER 2020**

**PRESENTATION COLLEGE HEADFORD**

**1. Introduction**

Under the Safety Health and Welfare at Work Act 2005, the board of management of Presentation College Headford as employer is required to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all employees of the school. The employer is further required to manage and conduct the school in such a way as to ensure, so far as is reasonably practicable, that individuals at the place of work who are not employees, such as students, parents/guardians, visitors to the school, are not exposed to risks to their safety, health or welfare.

This policy is influenced by the need to minimise the risk of introduction of COVID-19 into the school community and to prevent its spread. Although it is acknowledged that no single action or set of actions will completely eliminate the risk of COVID-19 transmission, adherence to this policy will contribute to the reduction of that risk of transmission.

In accordance with this policy students are expected to comply with the standards of behaviour set out in this policy or as directed by the school to prevent the introduction and spread of COVID-19. The COVID-19 control measures are consistent with current advice from the HSE, the Health and Safety Authority, the Department of Education and Skills and the Department of Foreign Affairs and, as such, may be subject to change. Students and parents/guardians will be notified of any changes to the control measures.

Students are expected to comply with all directions from school staff in relation to the school's COVID-19 control measures. Any failure or refusal to comply with this policy or to follow instructions of school staff should be dealt with in accordance with the school's Code of Behaviour.

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

## **APPENDIX 1 Health and Safety Control of COVID-19 Policy for students**

Parents/guardians are required to supply the school with a phone number/s of available person/s who can be contacted at all times and who will be available to collect a student from the school should the need arise.

### **2. Symptoms of COVID-19**

Symptoms of COVID-19 are similar to symptoms of cold or flu. The most common symptoms are:

- fever
- cough
- shortness of breath
- loss of sense of smell or taste

More information regarding the most up-to-date signs and symptoms of COVID-19 is available on the HSE website, <https://www2.hse.ie/coronavirus/>.

### **3. Standards of Behaviour expected of students to help prevent the introduction or spread of COVID - 19 in the school**

Students are expected to comply with any control measures directed by the school to prevent the introduction and spread of COVID-19, including, but not limited to:

- maintaining a social-distance of at least 1 metre and where possible, 2 metres, from other students and staff;
- wearing a face covering. All students at post-primary level, are required to wear a face covering subject to a limited number of exceptions set out in relevant Department of Education guidance. Face coverings must not contain any slogans/logos/images that may cause upset or be deemed offensive to any member of the school community.
- performing hand hygiene with a hand sanitiser on entering the school.
- repeating hand-hygiene at regular intervals throughout the school day and when directed by school staff;
- maintaining good respiratory-hygiene. In this regard students should:
  - cover nose/mouth with a tissue when coughing/sneezing and dispose of used tissue in waste bin and perform hand hygiene
  - cough or sneeze into the inner elbow (upper sleeve) rather than into the hand, if no tissues are available.

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- keep contaminated hands away from the eyes and nose
- carry out hand hygiene after contact with respiratory secretions and contaminated objects/materials
- not spit or deliberately cough or sneeze at or towards any other person in the school
  
- not sharing materials or stationery, such as pens, calculators, rulers, *etc.* with other students;
- not attending school for 14 days after returning from travel out of the country in line with Government guidelines for travel;
- not attending school if displaying COVID-19 like symptoms and remaining out of school for such period as is required in accordance with HSE/GP advice
- not attending school where tested positive for COVID-19 and remaining out of school for such period as is required in accordance with HSE/GP advice
- not attending school if identified by the HSE as a person who has been in contact with another person who has contracted COVID-19 and remaining out of school for such period as is required in accordance with HSE/GP advice;
- not attending school if a member of the student's household is displaying COVID-19 symptoms and remaining out of school for such period as is required in accordance with HSE/GP advice
- telling a teacher or other member of staff where a student feels unwell at school. In that regard
  - the student will require to be collected from the school as soon as possible by a parent/guardian or a person designated by the parent/guardian for such purpose.
  - parents must ensure that the school has up-to-date contact details so that they can be contacted by the school if required.
  
- complying with any other such directions as advised by the DES and/or HSE and communicated to the school community.

**Students should be aware that the above is a non-exhaustive list. Students are expected to follow all instructions from staff which aim to prevent the introduction COVID-19 into the school and minimise its spread.**

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#### 4. Failure to comply with the standards of behaviour

Failure by a student to comply with the standards of behaviour expected to help prevent the introduction and spread of COVID-19 will constitute a breach of the Code of Behaviour of Presentation College Headford and s/he may be subject to sanction up to and including suspension or permanent exclusion.

Any actions or sanctions taken in respect of alleged breaches of the code of behaviour will be carried out in accordance with the provisions of the school's code of behaviour, the requirements of the NEWB Guidelines on Developing a Code of Behaviour and relevant requirements of the Education (Welfare) Act 2000. Sanctions will be proportionate to the nature, seriousness and context of the behaviour.

A student engaging in aggressive, threatening or unacceptable behaviour that creates or increases the risk of COVID-19 infection for staff, other students or visitors to the school may be removed from class and, if necessary, from the school premises with immediate effect, pending any further action to be taken in accordance with the school's code of behaviour.