

Presentation Secondary School Listowel

Co. Kerry



Code of Behaviour POLICY

(Using the NEWB "Developing a Code of Behaviour: Guidelines for Schools 2008")

Date of policy adoption

This Policy was ratified by the Board of Management of Presentation Secondary School, Listowel

Signed Shane O'Driscoll Date 28/5/24
Chairperson, Board of Management

A Brief Guide to your Code of Behaviour and Our expectations

Respect

- ✓ Respect yourself.
- ✓ Respect all students, staff and visitors.
- ✓ Respect your property.
- ✓ Respect the property of others and the school. ✓ Respect the privacy of others by not using camera phone /cameras in school.

Health & Safety

- ✓ Ensure your actions do not put you at risk.
- ✓ Ensure your actions do not put others at risk.
- ✓ Explain your absences from school with absence notes from parents and follow the correct procedures.

Uniform

- ✓ Wear your full uniform properly and with pride.

Punctuality & Class

- ✓ Be on time for school/class.
- ✓ Be fully prepared for all classes (book, pens, homework P.E. gear etc.).
- ✓ Do your very best at all times

Personal Development

- ✓ If you make mistakes/get into trouble, accept any consequences willingly.
- ✓ Learn from your mistakes.
- ✓ Be proud of your achievements.

SECTION 1

School Context

Mission Statement:

Context

Ours is a Presentation secondary school, inspired by the vision of Nano Nagle, and in response to her we welcome and cherish all our students irrespective of ability or background.

We aim to develop a vibrant community based on Gospel values such as justice, truth and honesty, in accordance with the ethos of the school and our agreed Code of Behaviour.

Mission

We aim to assist in the development of the full potential of each person in a vibrant, inclusive, and safe environment, where the dignity of each member of our school community is recognised, affirmed and valued.

Inspired by these values we dedicate ourselves to the continued development of our Presentation School.

CEIST Charter

The core values of CEIST are intended to support and nourish the lives of the people at the heart of our school: students, staff and parents. Its key principles focus on

- Promoting spiritual and human development
- Achieving quality in teaching and learning
- Showing respect for every person
- Creating community
- Being just and responsible

Rationale

Presentation Secondary School Listowel endeavours to provide a safe environment for the education and care for each member of the school community in the tradition of Nano Nagle. The legacy of Nano Nagle inspires our schools to be inclusive and to be especially mindful of the disadvantaged and those with any additional needs.

This school recognises that every student is unique, with different talents and needs. The dignity of all students, staff members and parents is respected, and this is reflected in school policies and structures. Educational achievement and full personal development are promoted through the class-based teaching and learning environment and through the student's participation in extra-curricular activities. This includes the life skills, values and attitudes, which will enable our students to lead fulfilling lives and contribute to society. Our school encourages a spirit of mutual respect for all.

The school, through information evenings, meetings, assemblies and explanatory leaflets, seeks to ease the transition from Primary to Secondary school. Class Tutors and Year Heads counsel students regarding behaviour and develop a rapport with them, while also monitoring their academic progress. A special effort is made to maintain an inviting and welcoming environment within the school, while pastoral structures have been established to promote positive behaviour.

Philosophy of the Code

Presentation Secondary School Listowel is a school community which fosters an ethos centred on positive relationships and seeks the development of the potential of each member of the community. We believe that good behaviour is rooted in respect for self and others and in the recognition of the dignity of each individual.

This code gives priority to the promotion of good behaviour, affirming that behaviour and thereby creating and sustaining the environment necessary for effective learning and teaching. We hold the highest expectations of all members of this community. This code outlines these expectations. Teaching a recognition of responsibilities in relation to behaviour in class and while in school is at the heart of the code. Central also is the knowledge that students' behaviour can change. The code seeks to outline goals, motivation and incentives to support a student in managing her behaviour

This code also clearly outlines our response to behaviour which undermines the positive climate of our school. The code seeks to involve the whole school community in the process of managing behaviour which hinders the promotion of positive teaching and learning.

As such, intervention involving discipline and consequences are designed primarily to promote self-discipline in the student.

All members of this community have a right to be safe and to be respected. This code of behaviour is our policy supporting these key rights and provides an outline of the strategies and sanctions which serve to protect them.

Legislative Guidelines underpinning the Code

This policy is informed by and compliant with the following legislation:

- The Education Act 1998
- The Education Welfare Act 2000
- The Equal Status Act 2000
- The Health and Safety Act 2005
- Education for Persons with Special Education Needs 2004

This Behaviour Code is also guided by '*Developing a Code of Behaviour: Guidelines for Schools*' published by the National Education Welfare Board.

This Code of Behaviour has been developed by staff, students, parents and the Board of Management of Presentation Secondary School in consultation with the National Education Psychological Service, the Education Welfare Officer and the National Behaviour Support Service, to support a positive, expectations-led, teaching and learning environment for all members of the school community. The document is developed under the guidance of the Mission Statement of the School.

In accordance with Section 23.2 of the Education (Welfare) Act, this code will specify the standard of behaviour that shall be observed by each student attending Presentation Secondary School. Our code promotes and reinforces a culture and climate of positive attitudes and behaviour. It also outlines the measures taken when students fail to meet these expectations.

A positive partnership between all members of the school community is essential to the operation of the code and the full support of parents is required in upholding the code.

In accordance with *Section 23.4 of the Education (Welfare) Act* and the *Admissions Policy of Presentation Secondary School*, parents or guardians of students and/or students who have reached their majority (18 years of age) must accept the Behaviour Code as a condition of enrolment in the school. The appropriate form must be signed and returned to the school authorities as directed.

This Code has also been reviewed in light of

- Framework for Junior Cycle (DES & NCAA, 2015)
- Looking at Our School: A Quality Framework for Post Primary Schools DES, Inspectorate)
- Junior Cycle Wellbeing Guidelines (DES & NCCA, 2021)
- A Whole School Guidance Framework (NCGE, 2017)
- DES Circular 55/2019
- Wellbeing Policy Statement and Framework for Practice 2018–2023 Revised October 2019

Roles and Responsibilities

The Role of the Board of Management

The Board of Management manages the school on behalf of the Trustees and for the benefit of the students and their parents. The Board upholds the characteristic spirit of the school, and must publish its policies on admissions, participation, suspension and expulsion. The Board submits the code of behaviour to the Trustees – the CEIST – for approval. Only the Board has the authority to expel a student. It has also the authority to suspend a student, and is updated on disciplinary matters by the Secretary to the Board/Principal at its regular meetings. Certain incidents may require the calling of an extraordinary general meeting of the Board.

The Board formally records the adoption of the code of the behaviour, the commencement date and decisions about when the code will be reviewed.

The Role of the Principal and Deputy Principal

Both the Principal and Deputy Principal have responsibility for the internal management and discipline in the school on a day-to-day basis. The Board of Management has delegated the power of suspension (of up to five days) to the Principal. As Secretary to the Board, the Principal reports on disciplinary matters to the Board at its regular meetings. Important

leadership tasks for the Principal and Deputy Principal are leading the audit and review of the code of behaviour, and ensuring that it is implemented in the school.

The Role of Support Agencies

A small minority of students may show particularly challenging behaviour. These students will need a supportive response involving the important adults in their lives, in school and at home. Presentation Secondary School, Listowel has established links with local support services in responding to the needs of students with serious behavioural/attendance/personal difficulties. Sources of support may include the National Educational Psychological Service (NEPS), Tusla, HSE Social Workers, Jigsaw, Youth Justice Workers, Garda Juvenile Liaison Officer and the Community Garda.

The Role of the Student Support Team

The Student Support team brings together all the support services of the school to review how the school is responding to the overall needs of the students. The team reviews students with particular difficulties and advises relevant groups within the school on pastoral and developmental issues and liaises with support agencies in the wider community.

The Role of Restorative Practice

Restorative practice is based on restorative justice, which places an emphasis on repairing relationships and aims to create an ethos of respect, inclusion, accountability, and taking responsibility for our own actions. The key skills involved are active listening, dialogue, and problem solving with a view to conflict resolution. A restorative reflection sheet is completed by students when an issue arises.

Firstly, it helps to build a positive and inclusive school community by fostering positive relationships and communication between students, teachers, and other staff members. This creates a safe and respectful learning environment where students feel valued and supported. Restorative practice also helps to reduce disciplinary issues and conflicts by promoting accountability, responsibility, and empathy among students. It encourages students to take ownership of their actions and to work towards repairing harm caused to others. Additionally, restorative practice can help improve academic performance by addressing the underlying social and emotional needs of students, thus improving their overall well-being and engagement in the learning process.

(see Appendix 1)

Referrals to Other Members of Staff

Some students need more active intervention to help them manage their behaviour. As part of the whole-school plan, subject teachers have access to support from other members of staff. Additional inputs or interventions might include referral to a Class Tutor, Year Head, Deputy Principal/Principal, or Board of Management. It may also involve the Guidance Counsellor and Learning Support staff.

The Class Tutor

The Class Tutor has a pastoral relationship with his/her own class group. The teacher concerned develops positive relationships within the class, and liaises with the relevant Year Head.

The Year Head

The Year Head liaises regularly with Class Tutors and other staff members to identify students with difficulties or challenging behaviour in a particular Year group. He/she helps to foster a positive learning environment so that students are given every opportunity to achieve their full potential. Regular assemblies promote the Code of Behaviour and foster a positive environment for the students in each year group. The Year Head reports regularly to the senior Management team, e.g. the Principal or Deputy Principal at the Leadership & Management team/year head meetings or as appropriate. The Year Head updates staff on the year group at staff meetings.

The Subject Teacher

All members of staff have a significant role to play in modelling the Code of Behaviour. Effective teaching and learning must include good practice and promoting positive behaviour in their daily interaction with students. These essential life skills are learnt by every student such as the ability to make well-balanced decisions; to resolve conflicts, and to develop a healthy lifestyle, good social relationships and responsibilities.

The subject teacher is a significant source of help for students. As a leader of learning, and someone with an established relationship of trust, the teacher has a strong influence with students. The subject teacher will deal with routine incidents of misbehaviour through classroom management strategies.

Teachers use their experience and professional skill to maintain a high-quality learning atmosphere and to modify and adapt the content of lessons and the methods of instruction to suit the needs of students. Staff praise student endeavour, set targets and monitor progress, keep records and communicate regularly with parents or guardians.

Most students behave appropriately, with the help of consistent and clear rules in class and in school. Occasional minor misbehaviour should be attended to routinely and effectively through the skill of the classroom teacher. Good classroom management, conflict resolution, mediation and restorative practices encourage students to

1. Take responsibility for their actions.
2. Consider the impact their behaviour has on others.
3. Work collaboratively with members of the school community.
4. Repair any harm done and prevent conflict from reoccurring.

The Role of Parents/Guardians

Parents/guardians have the primary responsibility for the education and welfare of their daughter; they are key partners in the school community. The Principal will as a condition of registration, request all parents to confirm in writing that the code is acceptable to them and that they will ensure compliance with the code by their daughter. This is completed on the compass app.

Parents who have registered their daughter, must advise the school while their daughter is in 6th class primary school, of any medical, personal, educational or special needs their daughter may have. This information will enable the school to provide necessary supports for early intervention.

Parents have a responsibility to access their daughter's academic and attendance reports regularly on Compass.

Parents are expected to make themselves available to discuss any concerns relating to their daughter.

It is imperative that the school has a phone contact number for parents/guardians at all times. It is the responsibility of the parent/guardian to provide this information, as well as the contact details of a family relation in the event that the school cannot contact parents. The school must be made aware of a change of address or telephone number immediately.

Regular consultation and communication between the school and the parents/guardians and active participation by them in their daughter's education and specific school activities are all crucial to establishing effective home, school and community links.

Parents are encouraged to keep in regular contact with the school and advise the school of any difficulties their daughter is encountering by phoning the school and/or making an appointment with the relevant staff member.

Parents and guardians should make every effort to attend the regular Parent/Teacher Meetings held in the school.

The Parents' Association meets regularly and acts in an advisory capacity in drafting policies and in promoting the ethos of the school and the general welfare of students. The association hosts occasional seminars for parents on adolescent well-being and other areas of interest to parents. Parents are encouraged to be involved in the Parents' Association.

The Role of Students

The Principal will as a condition of registration, request all parents to confirm in writing that the code is acceptable to them and that they will ensure compliance with the code by their daughter. By enrolling their daughter in the school, parents and guardians are agreeing to the code.

Throughout their years at Presentation Secondary School Listowel, the code of behaviour and its rationale is explained to students by the class tutor, Year Head and school management. At assemblies and regular intervals throughout the year, the code of behaviour is communicated to students and expectations are reinforced. The Ladders of Referral and Reward are also communicated to students at regular intervals during the school year. A copy of the School Code of Behaviour is published on the school website.

Students are encouraged and taught to take individual responsibility for their own behaviour and learning, and to help create a healthy, safe and happy environment in which everyone can learn and develop. Restorative justice (Appendix 1) is used as a means of sanction for misbehaviour. Students are encouraged to take responsibility for their actions, to repair the harm they've done. Students look out for each other's welfare and work for the greater good of the school community. In line with our school's Catholic ethos, students are encouraged to live by Christian values and to work for social justice. Students are expected and encouraged to engage and participate in all facets of school life.

Student leadership and innovation are fostered through the student council, mentoring programme, and a wide range of extra-curricular activities. Student leadership shall also be encouraged and fostered in the classroom by the subject teacher.

The student council is a valuable resource for supporting students. The council members are consulted on certain school policies and they articulate issues of concern for students and suggest effective ways of addressing them.

In the mentoring programme, transition year volunteers assist first year students as they make the transition from primary to secondary school. They help to pre-empt many

Difficulties that can arise in this period and build relationships between senior and junior students.

Reinforcing Positive Behaviour:

The Behaviour Code has been developed at Presentation Secondary School, Listowel to promote and support positive behaviour in the school community. Positive behaviour is defined as behaviour which supports the teaching and learning environment, which adds to a sense of community and/or emphasises the sense of respect at heart of the Mission Statement. In accordance with the NEWB Guidelines this document seeks to emphasise building upon a culture of positive expectation, devising systems of praise and reward to inculcate the positive.

Book scheme

All School Books provided to students are the property of the school and must be returned in good condition at the end of the school year or junior cycle. If a book is damaged or lost the cost of replacement is incurred by the parent/guardian. The same applies for additional resources supplied to students under the Book Scheme.

Ladder of reward system (Appendix 2)

Ladder of Reward	
1	Positive Affirmations
2	Positive Entry on Chronicle
3	Positive Behaviour is recognised and rewarded at Assemblies
4	Merit Card & Year Head recognition
5	Whole School Gathering for Students with Merit Cards
6	Students Recognised at Annual Awards Evening



Step 1 – individual praise and feedback from teacher.

Each member of staff has a role to positively model the behaviour and life skills which Presentation Secondary School expects students to develop. A mutually respectful classroom improves the teaching and learning environment for all. The teaching of positive and appropriate behaviour is given specific emphasis in Wellbeing classes. Senior school students may also be invited to work with junior classes in order to guide and mentor the development of an understanding of appropriate behaviour in school.

Step 2 - Compass Positive Point.

Staff make positive comments on Compass in recognition of a student's efforts in all school life.

Step 3 – Recognition at Assembly.

The Year Head, Class Tutors, Wellbeing Department work collaboratively in promoting positive behaviour within each year group. The Year Head notes positive behaviour at regular assemblies and reports on same at all staff meetings.

Assemblies

Assemblies are held at a minimum once per half term for each Year group. At each assembly, the school's expectations will be reinforced, and positive behaviours will be acknowledged. In particular Year Heads and school management utilise Assemblies as an opportunity to reiterate an aspect of the Schools Ethos.

Step 4 – Merit card - Year Head & parent informed

Merit card – criteria

The Merit Card is awarded when the school ethos and values are put into action by a student. The Merit Card is awarded through the Compass app. The following are suggestions for awarding a Merit Card to a student.

- Considerable voluntary effort outside of class time.
- Students who show exceptional concern for other students and teachers.
- Students who demonstrate a high degree of co-operation, responsibility and school spirit.

This list is not exhaustive.

Step 5 – Whole School Gathering for those who have received merit cards a celebration in larger groups will be arranged by the Year Head. The class tutors and Principal &/ Deputy Principal will also attend to acknowledge students' positive behaviour.

Step 6 – Awards Evening

An annual Awards system serves to recognise the merits of being a positive member of the school community. These Awards which will take place in May each year will serve to recognise pupils for excellence in a breadth of areas of endeavour in school life.

SECTION 3.

Formal Code of Behaviour

This code has been developed in consultation with the school partners with the intention of encouraging students to behave appropriately, become self-disciplined and responsible in their adult lives. The code, which is in everyone's interest, has the following aims:

- To create a school that is safe for all.
- To provide an orderly environment for teaching and learning.
- To educate students to be courteous and respectful of others.
- To prepare students to become responsible citizens.
- To respect every student's right to an education.

School Rules

The standards and rules contained in this code of behaviour apply not only within the environs of the school, but outside the school and in any situation where the student is still the responsibility of the school. Examples include attending school games, tours, extra-curricular activities or other school-related events. They apply where the student can be readily identified as a student of the school by their school uniform. This includes travel between the home and school. While wearing the school uniform the students are representing our school and must ensure that they do not behave in a manner that will bring discredit on themselves, their parents or their school. The School Rules will also apply where students engage in serious misbehaviour outside the school and their actions are deemed to have a direct impact on the school or on the reputation of the school.

1. Students shall treat staff, fellow students and visitors to the school with dignity, due respect and courtesy at all times. Behaviour such as verbal or physical abuse of staff, visitors and students will be sanctioned, up to and including expulsion.
2. Students must attend every class assigned to them on their timetable.
3. Students must attend class on time, and during class behave in a manner that allows themselves and others to gain full benefit from the lesson being taught.
4. Students must not absent themselves from class without permission. Students leaving class must have the permission of their subject teacher.
5. Students leaving the school must (a) have a note from their parents/guardians on the school App, (b) sign out in the office before departure (c) must be collected from the school office by parent/guardian.
6. The School App must be used to:
 - Explain all absences. Parents/Guardians are reminded of their obligation to inform the school of an absence (or illness) and the reasons for same as set out in section 18 of the Education (Welfare) Act 2000. The School App is to be used by Parents/Guardians to inform the school in writing giving permission for their daughter to be absent from school.
 - Request permission to leave the school premises during the day. (see above)

- Explain late arrivals to school.
7. Students are expected to take pride in their personal appearance. Full school uniform must be worn at all times in school, on their way to and from school and on school related outings.

The school uniform consists of:

- Dark Brown V-neck Jumper with the School Crest attached
- Yellow-coloured school shirt
- Knee length dark brown skirt or dark brown uniform trousers.
- Brown tights or black socks.
- Black or dark brown shoes. (no logos)
- In the event of a student not wearing a uniform for medical reasons, a note signed by a medical practitioner is required. No other reasons are acceptable.

It is our expectation that Parents/Guardians co-operate with the school by ensuring that students are compliant in relation to the rules on school uniform.

8. Students must have the required books, copies and equipment for each subject. All personal property must be neat and free from graffiti.
9. The homework journal must be used in every class. All homework, written or learned shall be noted at the end of each class period. All homework assigned should be properly learned and presented. It must be kept neat and free from graffiti at all times. If the journal is deemed to be inappropriately used e.g. graffiti or information not pertaining to the school, a student will be asked to replace the journal at a cost.
10. Smoking/Vaping/Illegal Substances

Students are forbidden to smoke/ vape in the vicinity of the school and during school activities. Under the Public Health (Tobacco) Act 2002, it is an offence for any person to smoke/vape any where within the school grounds and building. The school therefore deems smoking/vaping within the school boundaries a serious offence.

The possession of E-cigarettes/Vapes are strictly forbidden on the school grounds.

Any student caught smoking /vaping will incur a one-day suspension.

Repeated offences will incur more serious sanctions, up to and including expulsion. The student's attention will also be drawn to the Act and she will be advised that she will be reported to the Environmental Health Officer.

11. Alcohol

The consumption of alcoholic drink and bringing alcoholic drink to school or on school outings is expressly forbidden. Any student found in possession of, or under the influence of, or selling/offering alcohol, will be sanctioned, up to and including expulsion.

12. Substance misuse

Substances including the misuse of drugs, and “legal highs” is expressly forbidden. Possession of drugs or drug-like substances in school or on school related outings/activities is also strictly forbidden. Any student found in possession of, or under the influence of, such substances will be sanctioned, up to and including expulsion. The Gardaí will be notified.

13. Chewing gum is forbidden in the school.

14. All electronic equipment including mobile phones must be switched off and out of sight unless sanctioned by a class teacher (see mobile phone policy). Any student needing to use a phone may report to the office for assistance. Non-compliance will result in the item being confiscated, placed in a sealed envelope, signed by the teacher and student and handed into the office. The use of mobile phones by students to record pictures or sounds is strictly forbidden on the school campus or on any school related activity. Any student found to be in contravention of this could be liable for a sanction, up to and including suspension in line with the school’s Code of Behaviour.

We acknowledge that the use of internet and mobile phones can be invaluable. However, these technologies can also be misused, thus causing offence and harm to others. Each student is required to sign up to the school’s Acceptable Use Policy and Mobile Phone policy. Making nuisance phone calls or sending unwanted text messages/e-mails/ posting offensive messages/photos is defined as harassment by law. It is contrary to the school’s Dignity in the Workplace Charter, it’s Anti-Bullying Policy and Code of Behaviour. Inappropriate behaviour and breach of any of these policies will result in serious disciplinary action, up to and including exclusion from school, in accordance with the school’s disciplinary procedures.

15. School property should be treated with care and respect. Students must compensate the school for damage caused. Students are expected to practice a positive approach to order and tidiness by not littering and by picking up any litter found in classrooms, corridors and communal areas.

16. All students are expected to contribute positively to school life. Willing participation in extra-curricular activities is expected.

17. Students must follow directions from all staff while moving around the school.

18. Bullying is strictly forbidden as outlined in the school’s Anti-Bullying Policy.

19. Tampering with the Fire alarm or other security devices is strictly forbidden and will be dealt with under this policy.

SECTION 4

Sanctions

The Objective of a Sanction

The purpose of sanctions is to bring about a change in behaviour by helping students to learn that their behaviour is unacceptable, to take responsibility for their actions and to recognise the effect of their actions and behaviours on others. In instances of serious breaches of school standards, sanctions are necessary to prevent serious disruption of teaching and learning or to keep members of the school community safe.

How are Sanctions Applied?

Teachers and Year Heads have the power to impose minor sanctions. The Principal has the authority to suspend, while the Board of Management has the authority to suspend or exclude a student.

Sanctions are applied in a fair, consistent and timely fashion and are proportionate to the nature and seriousness of the misbehaviour. The school distinguishes between minor misbehaviour and serious misbehaviour, depending on such factors as:-

- the nature of the offence
- the frequency, duration and persistence of the misbehaviour
- Whether it is part of an escalating pattern of poor behaviour
- The context of the behaviour.

Ladder of Referral (Appendix 3)

Ladder of Referral		
LEVEL	Offenses	Interventions
1	<ul style="list-style-type: none"> Disruption of Teaching & Learning. Eating in Class. Late for Class. Unprepared for Class, eg: No Homework, No Materials. Not Following Teacher Instructions. Cheating Gum & Energy Drinks are not permitted. Copying School Work/Homework. 	<ul style="list-style-type: none"> Teacher Speaks With Student. Change Of Seating Arrangement. Extra Work Assigned. Record on Compass (Chronicle) Note Recorded in Journal (to be signed by parent/guardian at home)
2	<ul style="list-style-type: none"> Persistent or Ongoing Disruption of Teaching & Learning. Significant Disruption of Class. Disrespectful Attitude. Refusal to Cooperate. Use of Mobile Phone Without Permission. Graffiti. 	<ul style="list-style-type: none"> Parents/Guardians Are Contacted. Restorative Template is Completed. Detention. Meeting with Parents. Participation in Extra Curricular Activities Denied. Year Head Intervention. Student Support Team Consulted. Outside Supports May Be Consulted. Report Card For 5 Days.
3	<ul style="list-style-type: none"> Persistent Disruptive Behaviour. Illegal Activities, Eg: Vaping, Consuming Alcohol, Smoking. Damage to School Property. Interfering with Safety Equipment. Recording of Teacher or Student Without Teacher Permission. Theft. Truancy. Forging Signatures. Physical Fighting. Bullying/Cyberbullying. 	<ul style="list-style-type: none"> Removal of Student to Supervised Location. Consulting Outside Agencies (TruSa, Garda, etc). Intervention of Deputy Principal / Principal. Detention. Report Card for 5 Days. Suspension. Referral to Board of Management. Expulsion.

This list is not exhaustive, non-sequential, and interventions will be applied at the school's discretion.

Range of Sanctions

Sanctions range from a word of advice/warning to expulsion. Sanctions by a teacher may include (but this list is not exhaustive):

Step 1:

Initial Sanctions by a teacher may include some of the following while paying due regard to restorative justice in as far as is possible at this point:

- Verbal reprimand.
- Being moved to another location within the classroom.
- Extra work.
- Note on Compass (Chronicle)
- Note in journal (to be signed by parent at home)

Step 2:

- Parents/Guardians are contacted by teacher.

- Restorative template is completed.
- Detention.
- Meeting with Parents/Guardians in the school.
- Subject teacher informs Year Head.

Step 3: Referral to the Year Head

- Subject teacher escalates the issue to year head by referral sheet***.
- Year Head meets with student and interviews student using restorative questioning techniques and records the meeting on Compass.
- Year Head contacts parents.
- Year Head may alert the Student Support Team/ Guidance Counsellor/ SENCO who links with student as soon as possible
- A meeting is arranged between Year Head, Parents/Guardians and student and the student is placed on an Academic Tracker Form for 5 school days

Step 4: Referral to Senior Management

- Student and Parents/Guardians meets Deputy Principal & Year Head.
- Following meeting suspension may be recommended.

Step 5: Referral to Deputy Principal or Principal

- Temporary removal to a supervised location e.g. while awaiting the arrival of parents.
- Withdrawal of privileges (e.g. school outing or participation in extra-curricular activities withheld).
- A Fine if damage to property is caused.
- Suspension

Step 6: Referral to Board of Management

- Board advised of short-term suspensions.
- Board decides on longer term suspensions.
- Formal report on discipline matters to the Board of Management.
- Parent/Student Appeals to the Board of Management.
- Expulsion.

Step 7: Referral to the Gardaí, HSE or other support agencies

- In the case of an alleged criminal act, the matter may also be referred to an Garda Síochána and/or the duty Social Worker at Tusla, as appropriate, in line with national child protection procedures, best practice and State legislation.

Detention

It is expected that students will accept and respond positively to correction from members of staff, be it inside or outside the classroom. Students who fail to do so or who repeatedly disregard any regulations, will be given a period of detention. This may be after school, during lunchtime or at another time deemed appropriate by the school authorities in consultation with Parents/Guardians.

Sanctions may not always be Incremental

Sanctions are applied appropriate to the misbehaviour concerned. Generally, the sanctions may follow incremental steps if the student re-offends. However, in certain serious cases a student may be referred directly to the school Deputy Principal or Principal and in line with fair procedures.

Section Four

Suspension Procedures

The purpose of suspending a student from the School is to provide the student with time for reflection, to emphasise the seriousness of specific misbehaviours and to give staff time to plan ways of helping the student to change unacceptable behaviour.

The Board of Management has delegated authority to the Principal to suspend a student for a period up to and including three days. If a suspension for longer than three days is being proposed the matter must be referred to the Board. In such a case, having sought approval from the Chairperson of the Board, the Principal may suspend for up to five days to allow for time to convene a meeting of the Board of Management. The Board will not normally impose a suspension of more than 10 consecutive school days.

Suspension will normally be imposed for a grave offence as defined in this policy. Where in the opinion of the Behaviour Team for the student's year and/or Principal or Acting Principal, detention or warning are an inadequate disciplinary procedure for serious offences, or in the instance of repeated serious offences, the sanction of suspension may be imposed. Such misbehaviour may include:

- A threat to the safety of others.

- Disruption of teaching and learning
- Deliberate damage to property
- Misuse of technology
- Substance abuse
- Persistent breaches of the Code of Behaviour which have not been rectified by the normal school interventions. (this list is not exhaustive)

Before a suspension is imposed the Principal will have considered the seriousness and context of the behaviour; the impact of the behaviour on the other members of the school community; the interventions that have already been tried with the student involved; the likely impact of the suspension on the particular student. Care will be taken to ensure that the academic progress of the student will not be adversely affected by the suspension.

Suspension Procedures.

Following a thorough investigation of the incident, if the Principal decides it is appropriate to suspend a student, the following procedure will be used:

The student will be informed and given an opportunity to respond.

The student's Parents/Guardians will be contacted and the matter will be explained. The suspension will not be implemented until the parents/guardians have been fully informed both of the circumstances of the incident and of their right to appeal the decision to suspend to the Board of Management.

Every effort will be made to request and to facilitate the student/parent/guardians to meet with the Principal and/or Acting Principal and Year Head at a specified time acceptable to all parties so as to afford them a full opportunity to comment on the disciplinary action being considered.

If the student/parents/guardians fail to attend such a meeting and fail to provide a reasonable explanation for not doing so, the matter will be determined in their absence and the suspension carried out.

The student and Parents/Guardians will be informed in writing that the suspension has been imposed, the date from which the suspension takes effect and the period of the suspension.

In the event of the student/parents/guardian attending such a meeting and if having heard the student/parents/guardians, the Principal considers that it is proper and necessary that suspension be imposed, s/he may suspend on such terms as s/he considers appropriate.

Confirmation in writing will be given to the student/parents/guardians that suspension has been imposed, the date from which such a decision takes effect and the period of the suspension.

Without prejudice to the foregoing, where the Year Head and/or Principal has been notified of an alleged grave offence and where immediate suspension is deemed necessary for Health and Safety reasons, the Principal, without having interviewed the student and without prior notice to the students/parents/ guardians, may suspend a student with immediate effect for such a period as is deemed appropriate, pending investigation of the allegation of an offence.

Official notice of such suspension will be confirmed by post to the student/guardians/parents and the period of the suspension indicated.

The Year Head shall, as soon as practicable, notify the student of the allegations made, investigate the matter and interview the student. The interview shall give the student a full opportunity to comment on the allegations made. Following that interview, the Year Head shall decide whether the student has committed an offence that warrants suspension and recommend suspension or otherwise to the Principal. The relevant procedures outlined above will be followed.

The Principal will notify the Board of Management of the suspension. Under Section 21(4) of the Education (Welfare) Act, 2000, where a student is suspended for a period of not less than six days, the Principal will forthwith so inform the Educational Welfare Officer by notice in writing.

Following a period of suspension, the student, accompanied by their parent/guardian, is required to meet the Principal or Deputy Principal on returning to the school, before going to any class. At this meeting the Principal/Deputy Principal will review the case decide what structures are required to support the student in returning to school and in addressing the behaviour which led to the suspension.

Appeals of suspension

A suspension imposed by the Principal can be appealed to the Board of Management as follows:

An appeal should be submitted in writing to the Secretary of the Board of Management within 5 school days of the imposition of the suspension and should set out the parent's case against the suspension.

At its next meeting the Board will meet with the parents/guardians (students if over 18) to hear the appeal

If the Board decides to remove the suspension, the record of the suspension will be removed from the student's file. If the Board approves the suspension then the suspension will stand.

There is no further right to appeal unless the student's cumulative suspensions in any one year exceed 20 days, in which case there is a right to appeal to the Secretary General of the Dept. of Education and Science. The Principal must inform the parents and the NEWB if this 20 day limit has been reached.

Review

The Board will monitor the frequency of the use of suspension as a disciplinary measure and will regularly review the procedures to ensure that it is being used fairly and appropriately and in the best interests of the entire school community.

Expulsion Procedures

Only the Board of Management has the authority to expel a student. This authority will not be delegated.

Expulsion of a student is a very serious step and will only be taken by the Board in extreme cases or as a last resort after intervention have failed as follows:

- Where there is significant and continuing disruption to the learning of others or to the teaching process.
- Where there is a serious threat to the health and safety of the student themselves, other students or members of staff.
- Where the pupil is uncontrollable and is not amenable to any form of school authority.

Where Parents/Guardians refuse to exercise their responsibility for the pupil in accordance with this Behaviour Code

- i. Where the pupil's behaviour is detrimental to sustaining the ethos of the school in cases of specific behaviour such as:
- ii. Actual violence or physical assault.
 - Supplying illegal drugs.
 - Sexual assault.
 - Deliberate serious damage to property. Grave misuse of technology.
 - This list is not exhaustive

Before considering expulsion the school will have taken significant steps to address the student's behaviour. These steps may include:

- Meeting with parents and the student to try and find ways of helping the student to change his behaviour.
- Making sure that the student understands the possible consequences of his behaviour, if it should persist.
- Ensuring that all other possible options have been tried to bring about an improvement in behaviour, including IBP intervention
- Seeking the assistance of support agencies (e.g. National Educational Psychological Service, South West Counselling Centre, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).
- However, there may be exceptional circumstance where the Board of Management forms the opinion that a student should be expelled for a first offence. Due process and fair procedures will be followed in all cases and the principles of natural justice will apply.

Procedure for expulsion

The Principal will ensure that there is a thorough investigation of the incident. The student may be suspended from the School while this investigation is taking place.

The Principal will inform the student and the parents, in writing, of the details of the alleged misbehaviour and the possibility that it could result in expulsion.

The student and parents will be given every opportunity to respond to the complaint before a final decision is made. If the final decision is that the Principal intends to recommend expulsion to the Board of Management then the parents will be invited to a meeting with the Principal before the recommendation is taken to the Board.

The Principal will provide the parents and the Board of Management with records of the allegations, the investigation and also the grounds on which the Board is being asked to consider expulsion.

The Parents/Guardians will be notified of the date of the Board of Management hearing and will be invited to attend. They will be given adequate notice of the meeting and will be informed that they may make a written and oral submission to the Board. The written submission may be made in advance.

The Board of Management Hearing

The Board will ensure impartiality and a Board member who has had any involvement in the circumstances of the case will not take part in the hearing.

At the hearing the Principal and the Parents/Guardians, or a student who is eighteen years or over, will put their case to the Board in each other's presence.

Parents may wish to be accompanied at such hearings and the Board will facilitate this; legal accompaniment is not acceptable at this stage.

Neither Principal nor parents will be present when the Board is making its decision.

Following the Board Decision

Where the student and his parents/guardians attend the meeting with the B.O.M., and the Board, having heard the student and/or his parent/guardian, form the view that it is necessary and proper to impose the sanction of expulsion, the Board, before making the decision to expel the student, will notify, in writing, the Educational Welfare Officer of its opinion and the reasons therefore, in accordance with Section 24(1) of the Education (Welfare) Act, 2000.

Where the student/parents/guardians do not attend the meeting:

If the student or his parent/guardian fail to attend the meeting with the B.O.M. and fail to provide a reasonable explanation for not doing so, the B.O.M. may determine the matter in their absence. Before making a decision to expel the student, the Board will notify, in writing, the Educational Welfare Officer of its opinion and the reasons therefore, in accordance with Section 24(1) of the Education (Welfare) Act, 2000.

Where it is decided to impose the sanction of expulsion, the student and his parent/guardian will be informed by letter by the Board that the sanction of expulsion has been imposed and the date from which decision will take effect. The student will not be expelled from the school before the passing of 20 school days following the receipt by the Education Welfare Officer of the notification. In the interim, the Board may, in accordance with section 5 of the Education (Welfare) Act, suspend or make other arrangements to ensure that 'good order and discipline are maintained in the school'.

Involvement of the Education Welfare Officer

Within this twenty day period, the Education Welfare Officer will convene meetings with relevant parties to ensure that arrangements are made for the student to continue in education.

While these negotiations are taking place, and before the expulsion is finalised, the Board may consider it necessary to continue the student's suspension from school. This task may be delegated to the Principal or Chairperson.

After the twenty days has elapsed, where the Board remains of the view that the student should be expelled, the decision will be formally confirmed to the Parents/Guardians and the student in a registered letter signed by the Chairperson and the Principal.

The Parents/Guardians will be told about the right to appeal and supplied with the appropriate form. This appeal is made to the Secretary General of the Department of Education and Science.

6. Review and Evaluation

This policy will be reviewed and evaluated on an ongoing basis.

Appendices

Appendix 1: Restorative practice sheet



Presentation Secondary School, Listowel

Student Name: _____

Class: _____

Date: _____

Time: _____

1. What happened?

2. What were you thinking then/since?

3. Who could have been affected by what you did and how?

4. What could you have done differently?


5. What needs to happen now to make things right?

Appendix 2 Ladder of reward

Ladder of Reward	
1	Positive Affirmations
2	Positive Entry on Chronicle
3	Positive Behaviour is recognised and rewarded at Assemblies
4	Merit Card & Year Head recognition
5	Whole School Gathering for Students with Merit Cards
6	Students Recognised at Annual Awards Evening



Appendix 3 Ladder of referral

Ladder of Referral		
	Offences	Interventions
L E V E L 1	 <ul style="list-style-type: none"> • Disruption of Teaching & Learning. • Eating in Class. • Late for Class. • Unprepared for Class. eg: No Homework, No Materials. • Not Following Teacher Instructions. • Chewing Gum & Energy Drinks are not permitted. • Copying School Work/Homework. 	<ul style="list-style-type: none"> • Teacher Speaks With Student. • Change Of Seating Arrangement • Extra Work Assigned. • Record on Compass (Chronicle) • Note Recorded in Journal (to be signed by parent/guardian at home)
L E V E L 2	<ul style="list-style-type: none"> • Persistent or Ongoing Disruption of Teaching & Learning. • Significant Disruption of Class. • Disrespectful Attitude. • Refusal to Cooperate. • Use of Mobile Phone Without Permission. • Graffiti. 	<ul style="list-style-type: none"> • Parents/Guardians Are Contacted. • Restorative Template is Completed. • Detention. • Meeting with Parents. • Participation in Extra Curricular Activities Denied. • Year Head Intervention. • Student Support Team Consulted. • Outside Supports May Be Consulted. • Report Card For 5 Days.
L E V E L 3	<ul style="list-style-type: none"> • Persistent Disruptive Behaviour. • Illegal Activities, Eg: Vaping, Consuming Alcohol, Smoking. • Damage to School Property. • Interfering with Safety Equipment. • Recording of Teacher or Student Without Teacher Permission. • Theft. • Truancy. • Forging Signatures. • Physical Fighting. • Bullying/Cyberbullying. 	<ul style="list-style-type: none"> • Removal of Student to Supervised Location. • Consulting Outside Agencies. [Tusla, Gardaí, etc] • Intervention of Deputy Principal / Principal. • Detention. • Report Card for 5 Days. • Suspension. • Referral to Board of Management. • Expulsion.

This list is not exhaustive, non-sequential, and interventions will be applied at the school's discretion.

Appendix 4 Detention letter

Dear

Your daughter _____ misbehaved in class on _____

According to our school's Code of Behaviour she must now attend detention on _____ from _____

Please have a conversation with your daughter about her behaviour. If your daughter's Class Tutor and Year Head can be of assistance, please feel free to make contact with them.

Please note that if your daughter is absent on the day of detention it will be deferred.

Yours sincerely,

Principal

Year Head