

*Our attitude towards others determines
their attitude towards us*

**Presentation
Secondary School,
Kilkenny**

Code of Behaviour



Contents

Introduction	3
Rationale	3
Supporting Documents	4
Expected Behaviour	5
School Rules	5
The Learning Environment.....	5
Attendance.....	6
Anti-Bullying.....	7
Dress Code	7
Classroom procedures	7
Application of school rules and standards.....	8
Teaching the school's code of behaviour	8
Roles and Responsibilities.....	9
Supporting the student body.....	9
Responsibilities of the Student	10
Responsibilities of the Parent/Guardian.....	10
Responsibilities of the Subject Teacher	10
Responsibilities of the Year head.....	11
Responsibilities of the Deputy Principals.....	11
Responsibilities of the Principal	12
Responsibilities of the Board of Management	12
Supporting roles –	13
Role of Class Tutor	13
Pastoral Care Team	13
Guidance Counsellor	13
Special Educational Needs Department.....	13
Outside Agencies.....	13
Promoting good behaviour	14
Reward System	14
Annual Awards	14
Responding to inappropriate behaviour.....	15
Classification of offences	15
Proposed Sanctions & Interventions	15

Mobile Phones/Smart Devices	16
Referral Slips/Recording on VShare	16
White/Yellow/Red Behavioural Report Cards	16
Attendance 'Check and Connect' Record Card	17
Detention	18
Important Note	18
Suspension Procedures	19
Procedures to be followed in the event that suspension is being considered.	19
Expulsion Procedures	20
Procedures to be followed in the event that expulsion is being considered.	20
Record-keeping	22
Signing Requirements	23
Signing to accept Presentation, Kilkenny Code of Behaviour	23
Statement of Adoption	24
Appendices.....	25
A Dress Code including school uniform and PE uniform	25
B Code of behaviour main points contained in Student Journal	26
C Student Profile Form	29
D Referral Slip	30
The Code of Behaviour REFERRAL SLIP for YH	30
E Sample Presentation Secondary School Report Card	0
F Attendance 'Check and Connect' Record Card	0

Section 1

Introduction

Presentation Secondary School, Kilkenny (PSS) is an all-girls voluntary catholic secondary school, operating under the trusteeship of CEIST which supports the religious educational philosophy of the Presentation foundress, Nano Nagle. The school is managed by a Board of Management and it is funded and regulated by the Department of Education and Skills.

Working together as a school community, the Board of Management, parents, staff and students, aim to create an atmosphere and spirit where each girl can develop their full potential intellectually, morally, socially and spiritually as they learn to value and respect themselves and others in preparation for their role in society.

Our mission statement reflects the school's vision:

- The Presentation Secondary School, Kilkenny is a Catholic Voluntary School. It is a community of students, staff, parents/guardians, and management who share a Christian vision of life.
- Our school seeks to ensure that students are enabled to reach their full potential— academic, spiritual, physical, social, cultural and creative – encouraging them to face life with optimism, self-confidence and an appreciation of excellence at all levels.
- Inspired by the vision of Nano Nagle, the foundress of the Presentation Order, this school shows special concern for the disadvantaged and is committed to promoting a just society.
- Recognising the uniqueness of each individual, we strive to develop an awareness of personal dignity and to foster mutual respect and sensitivity to the environment.
- In keeping with the evolving nature of society, our response is creative and relevant to the needs of our time.
- We acknowledge that this vision can only become a reality through the positive co-operation of all partners in the school and wider community.

Rationale

Fundamental to creating such an environment for all partners to operate is an acceptance by all of the need for a formal Code of Behaviour which provides the framework for a positive approach to behaviour in the school.

The Code of Behaviour aims to

- Ensure students and teachers teach and learn in an atmosphere of **mutual respect**
- Help students acquire good habits of discipline and behaviour in preparation for the responsibilities of the adult world
- Create an appropriate learning environment which will enable excellence in teaching and learning in the school
- Ensure the health and safety of all members of the school community both on the school premises and on school activities
- Build positive relationships by informing parents, staff and students of their rights and responsibilities in relation to school discipline
- Prioritise good behaviour by outlining high expectations and affirming positive behaviour
- Define the structures in place to deal with students whose behaviour and/or attitude may disrupt the work of the school and who may interfere with the delivery of the education that other students have a right to receive

Supporting Documents

The school has documented a number of policies particular to all aspects of school life, some of which support and are supported by the school's code of behaviour. These policies include the following:

- ✓ Admissions policy
- ✓ Attendance policy
- ✓ Anti-Bullying policy
- ✓ Digital Acceptable Use policy
- ✓ Guidance plan
- ✓ Substance abuse policy
- ✓ Special Educational Needs policy
- ✓ Health & Safety policy
- ✓ Dignity in the workplace policy

Parents, guardians and students are advised that copies of all school policies are available on our school website or on request.

Section 2:

Expected Behaviour

At Presentation, Kilkenny we aim to maintain a safe and orderly environment where staff and students can learn and work together in an atmosphere of co-operation and mutual respect. To achieve this, we outline the following statement of standards:

- To encourage self-awareness and self-discipline in all
- To nurture respect and consideration for others
- To create a safe and positive learning environment to enable all to reach their full potential
- To develop respectful ways of resolving difficulties and conflict
- To promote a sense of pride in our school
- To develop a community spirit through a willingness to participate in school activities
- To encourage the development of values and responsibilities that will help prepare students for adult life

School Rules

The following areas provide opportunities of growth and development for each student.

The Learning Environment

Each student is expected:

- To respect other people's point of view and individuality based on the ethos of the school
- To treat others (fellow students, teachers, non-teaching staff and visitors) with dignity, respect and courtesy at all times
- To always speak politely to everyone
- To move calmly and quietly about the school. This means never running, shouting or indulging in boisterous behaviour but instead showing consideration by helping to open doors, standing back to let people pass and offering to help others. Keep to the left on the corridors and on the stairs and follow the one-way system when in operation
- To greet teachers and other staff members on corridors and on entering the classroom
- To show respect for other individual's property. Students are encouraged to clearly and permanently mark all property before bringing it to school. Money and valuables should not be left unattended
- To show respect for school property. Vandalism, including graffiti, is regarded as a very serious offence. The parent/pupil over 18 years may be held responsible for the restoration of any damaged property
- To keep the school clean and tidy means putting litter in bins, keeping furniture clean and caring for all displays
- To adhere to the school's mobile phone policy. Mobile phones are not to be seen or switched on during the day except with permission of the teacher. This is to promote social development and inclusion of all students
- To be aware that certain substances are strictly forbidden. These include the following:
 - ✓ Chewing gum, tippex, spray deodorants, spray perfumes and hair sprays are strictly forbidden
 - ✓ Smoking/vaping is strictly forbidden
 - ✓ Alcoholic drinks and illegal substances/drugs are strictly forbidden

Any breach of the final rule above will be viewed as extremely serious and will result in automatic suspension imposed by the principal for a period of time. Repeat offences will be considered more serious and shall be subject to further sanctions including expulsion.

Attendance

In order to derive meaningful benefit from their education, a key element of students' experience is the quality of the time students spend in school. Since the Education Welfare Act (2000) schools and parents have a legal obligation in the area of school records and attendance.

✓ The School Will

1. Maintain a record of each students' attendance
2. Post a letter to parents informing them when their daughter has missed 10 and 20 days
3. Fulfil their legal obligation of reporting any student who misses 20 days or more to Túsla
4. Acquire further support from the Educational Welfare Officer in Túsla in relation to poor attendance
5. Contact home in the case of consecutive unexplained absence
6. Reward and acknowledge excellent and/or improved attendance
7. Monitor the level of participation of individual students in co-curricular and/or extra-curricular activities
8. Contact home in the case of a student becoming ill/injured while in their care

✓ Parents Will

1. Encourage and support their daughter's full attendance and participation in school life
2. Ensure medical/dental or other appointments are made outside of school time where at all possible
3. Provide an explanation if a student is late arriving to school
4. Inform the school in the morning by phone, if possible, if a student is unwell and unfit to attend school
5. Fulfil their legal obligation by explaining to the school of a student's absence by submitting a written, dated and signed note with an explanation using the notes at the back of the student journal or using the VShare App when operational
6. Maintain regular contact with updates for the school in the case of continued long term absence
7. Inform the school of any problems that may impact on the student's progress
8. Notify the school in advance, when prior knowledge exists, of a student's absence
9. Provide the school with an up to date contact number on which they are available during school hours

✓ Students Will

1. Attend every class, every day
2. Maintain a punctual record for all classes. Students are encouraged to arrive at school no later than 8.30am in order to be prepared for assembly at 8.40am and for class at 8.50am
3. Junior students (1st -3rd years) remain on school grounds during school hours while senior students (TY-6th years) have permission to leave the school grounds during lunchtime only. All students will remain on school groups while we are dealing with the Covid pandemic
4. Carry their student journal with them signed by their teacher if they need to leave class at any time
5. As far as possible, use bathroom facilities at break and lunch times to minimise disruption to classes
6. MUST register at the main office in the morning if they are late arriving to school
7. Acquire permission from the main office if they require to leave the premises during the day for unavoidable appointments. The office staff will record their leaving as LE (left early) on VS. Parents/guardians are required to sign the student out at the main office on leaving the school and on their return except during the Covid pandemic.
8. Co-operate with supervisors on the yard before school begins, during break and lunchtimes
9. Report to the main office/Deputy Principal immediately if they feel ill during the day

10. Never absent themselves from class without permission for health and safety reasons
11. Excuse themselves from class if they are required for work with another teacher

Anti-Bullying

Every student is entitled to courteous and respectful treatment in school and an education free from abuse or harassment. Bullying is an unacceptable form of behaviour which will not be tolerated in our school.

- ✓ There should be no unwelcome name-calling, teasing, verbal abuse, physical abuse or aggression, spreading rumours or unwelcome comments about a student or her family.
- ✓ There should be no unwelcome messages sent by phone, by internet or by written notes.
- ✓ There should be no threatening behaviour or gestures including isolation or exclusion of a student.

If a student is being bullied, or if she is aware of any other student who is being bullied, the student is encouraged to report it immediately in school by telling an adult they trust. It is very important that school authorities are informed about any unwelcome incidents of bullying as soon as possible.

The school will give each student two formal opportunities each year, through a survey, to report if they feel bullied themselves or if they are aware of any student being bullied. This will be an opportunity to teach students the harmful effects of unwelcome behaviour and the importance of reporting it. A specific email address **antibullying@preskilkenny.ie** has also been set up for students/parents to report incidents of bullying confidentially.

Any incident brought to the attention of teachers or the school authorities will be taken seriously and investigated in line with the school's Anti-Bullying policy. If the problems persist the perpetrator(s) will face serious disciplinary sanctions.

The school will investigate any reported incidents of cyberbullying, and any students found to be engaged in repeated unwelcome behaviour to other students online will face serious disciplinary sanctions also including detention, suspension and up to expulsion.

Dress Code

By dress code we mean, not only wearing the correct school uniform, but also looking smart in it. Parents/guardians show their daughters and the school that they support the school in its efforts to maintain high standards of behaviour by ensuring that their daughters wear their uniform correctly. Students are expected to wear the uniform with pride and respect and be conscious that every time they wear it, they represent our school community. Parents/guardians are asked not to shorten the skirt length as it is to be worn below the knee. Students are expected to have all the items of the school uniform, including the school's PE uniform, as listed in *Appendix A*.

Classroom procedures

Students and teachers deserve a positive and effective learning environment enabling all to give of their best. It is essential that students co-operate with each teacher within the classroom by:

Beginning

- ✓ Arriving punctually and fully prepared with homework completed and the correct equipment/materials
- ✓ Entering the classroom quietly and by taking the seat assigned to them
- ✓ Taking out books, school journal and all other necessary equipment. All students are expected to carry their school journal with them in every class
- ✓ Presenting notes to explain any absence from previous classes

**It is the student's responsibility to catch up on any work they may have missed due to their absence*

During

- ✓ Participating fully in the class
- ✓ Being attentive and following the instructions of the teacher
- ✓ Being positive and sensitive towards teachers and other members
- ✓ Presenting their journal for signing if they need to leave the room

Ending

- ✓ Allowing the teacher to conclude the class
- ✓ Leaving the classroom in an orderly manner, tidying up the area around their desk and putting the chair on the desk if it is at the end of the school day

As well as the general classroom rules outlined above, individual teachers will agree the expectations within their classes, especially the health and safety rules that apply for practical subjects in specialist rooms.

Application of school rules and standards

On out of school trips – all school rules will apply plus any additional rules that will be communicated to students and parents in advance in relation to a particular trip e.g. foreign/overnight trips

Students are expected to maintain respect for school rules at all times when they are wearing the school uniform and remember they are representing their school community.

Sanctions will be applied if an incident occurs outside of the school involving students in school uniform or if an incident has an impact on the safety of other students within the school.

Smoking/vaping is not permitted anywhere on school grounds or on school trips and it is considered a serious offence.

Teaching the school's code of behaviour

Students will be given many opportunities to develop their understanding of the school's code of behaviour. The Muintearas induction programme will begin teaching the expected behaviour of our school at the very beginning of first year. Ample time will be dedicated to the routines and procedures that will enable students to become part of the school community and to learn to the best of their ability in an environment of mutual respect and trust.

Further learning opportunities will be presented in the SPHE curriculum of junior cycle while all YH's and DP's will regularly reinforce the rules and routines within our school at whole school and year group assemblies.

The table in *Appendix B* will be contained within the student journal and it outlines the main expected behaviours of students and more importantly the rationale for such behaviour. Parents/guardians are encouraged to go through the full code of behaviour policy with their daughter before signing it but also to regularly refer to the main rules within the student journal.

Section 3:

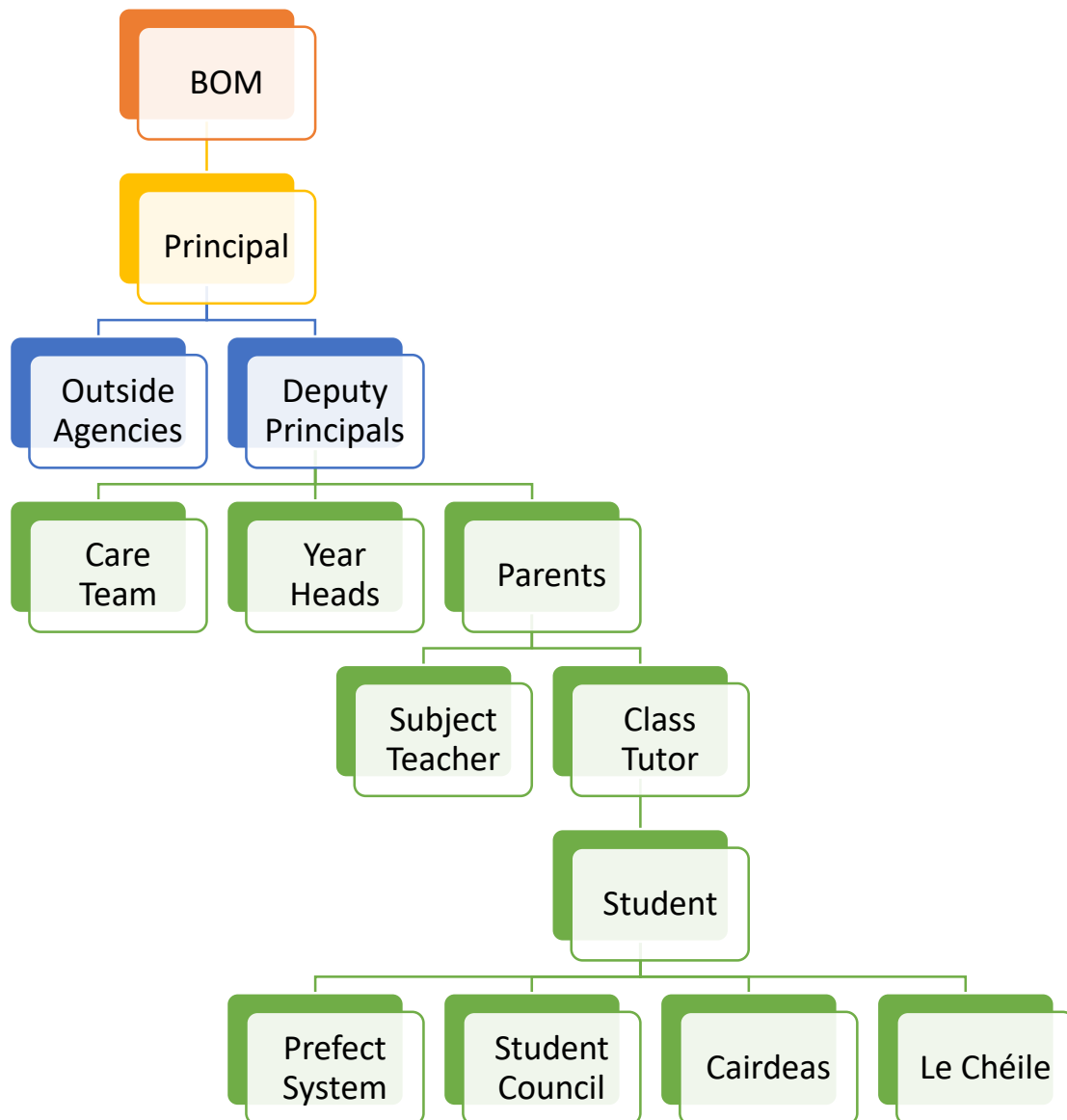
Roles and Responsibilities

Collaboration between home and school is central to the successful promotion of the school's code of behaviour. The relationship shared between staff, students and parents/guardians is the foundation of an effective school's code of behaviour. The ladder of referral below clearly indicates the collaboration required.

Supporting the student body

Le Chéile/Cairdeas/Class Prefects/Student Council

These groups of students provide leadership for their peers and are expected to act as good role models for all students in the school. Members of these groups are elected by their peers or selected by teachers because of their ability to uphold respectful relationships with everyone in the school community.



Responsibilities of the Student

Each individual student is guided and supported in taking personal responsibility for their behaviour in any given situation. Every effort will be made to help students develop patterns of good behaviour while the school maintains its duty of care for all students. It is important that students are familiar with the expected behaviour in the school and make choices and develop relationships that reflect the values of our school ethos.

Responsibilities of the Parent/Guardian

Parents are responsible to ensure that:

- Their daughter attends school punctually and regularly and that every absence is explained promptly
- They are aware of relevant school policies and procedures
- School staff are treated with fairness and respect at all times
- They encourage good behaviour with their daughter in line with the school's code of conduct
- On accepting a place for their child at this school, parents/guardians are obliged to sign a form accepting and supporting the school's Code of Behaviour.
- They provide all necessary information to the school i.e. up to date contact details, medical requirements of the student and any other relevant matters.
- They respect the 'loco parentis' role of the teacher
- They attend meetings – parent/teacher meetings and /or meetings with Year heads/deputy principal/principal when required
- They monitor the student's progress, regularly checking the student's homework journal particularly at junior cycle, and attending to all communication from school e.g reports, permission slips
- They provide an appropriate environment at home to support their daughter's educational and study needs

Parents/guardians are encouraged to communicate with school authorities any issues of concern in relation to the code of behaviour. A parent can request a profile on their daughter at any time to determine the academic/behavioural progress but this is not a substitute for a P/T meeting and it will not be available two weeks before or after a term report has been issued.

Responsibilities of the Subject Teacher

Each subject teacher has responsibility to:

- Maintain effective classroom management practices within his/her class and share, with other teachers, a common responsibility for good order within the school
- Deal with routine incidents of misbehaviour through these classroom management strategies.
- Where misbehaviour is repeated or of a more serious nature they will report this to the Year Head using a written and completed referral slip. The referral slip will indicate the interventions they have tried with the student so far and it will also require the signature of the student
- Contribute to the school code of behaviour through evaluations and discussions of issues as they arise
- Maintain accurate records of offences and corrective actions taken
- Assist year heads who require further information regarding individual students
- Alert the SEN department if they have concerns regarding a student's academic performance and the possibility of some learning challenges for the student

Subject teachers are encouraged to inform Year head/Deputy Principal when they are contacting parents in relation to a student and record the date/time and nature of this call. This will prevent overlap with contacting home

Responsibilities of the Year head

The role of the Year head centres on monitoring and encouraging positive behaviour among all students in the year group. This is achieved through getting to know the students personally and building a relationship with them, through year group assemblies and regular consultation with class tutors and parents. The year head will deal with referral slips that are completed by subject teachers through the following steps:

- The year head will meet with the student to discuss the matter and listen to the student's account of the incident
- They will employ restorative practices by guiding the student to examine the situation from various perspectives and to reach an agreement with the student as to what steps will be taken to resolve the matter
- The year head will discuss the outcome of the interview with the class teacher and check at a later stage to see if the issue has been resolved
- If another referral slip is filed by a teacher, the year head will meet with the student again and consider a suitable sanction at this stage, up to and including lunchtime or after school detention
- If the year head receives additional referral slips regarding this particular student, together with the DP, they will arrange to meet the student with the parents/guardians and consider further consequences for this behaviour
- At any given time, a year head may request a profile to be completed by teachers of a student in relation to behaviour and/or academic progress
- If a student persistently misbehaves the year head will put the student on a white report card and inform the parents/guardians, why this is necessary
- If the student's misbehaviour persists, in consultation with the Deputy Principal, it may be necessary to put the student on a yellow report card. The Principal and the BOM will be informed of the behaviour at this stage
- The year head will maintain all records of referral slips, cards and progress reports on all students in their student file
- The year head will acknowledge and commend students at assemblies when reward slips/good reports are received from teachers
- The attendance officer will provide each YH with a weekly account of student's attendance
- The year head will be kept up to date by the attendance officer of any student missing a significant number of days from school and/or who does not provide notes of explanation for her absence
- The year head will notify the parents/guardians in writing when their daughter has missed 10 days in a school year
- The year head may put a student on an attendance record card which serves as a motivation for students to attend school. The attendance officer will be informed and a record will be kept of the same

A year head will be available by an appointment to meet with parents and students to discuss the students overall progress at school if required.

Responsibilities of the Deputy Principals

The Deputy Principals, as members of the management team, have responsibility for co-ordinating and implementing the code of behaviour in the school. The Deputy Principals will:

- Ensure, with the co-operation of all staff, that good order prevails in the school.
- Recognise and commend where possible all incidents of positive behaviour
- Consult with the Year heads, class tutors, guidance counsellor, pastoral care team, outside agencies and subject teachers regarding disciplinary matters as deemed necessary.
- Investigate persistent disruption or misconduct or a once off incident of a very serious nature

- Request a written statement from students about their knowledge of an incident if necessary
- Maintain records of all interviews/meetings with students/parents and will ensure all documentation is accurate and filed appropriately
- Apply a suitable sanction up to and including a recommendation for suspension if necessary, following an investigation
- Contact parents/guardians to inform them of their daughter's breach of school rules
- Invite parents to meet and discuss repeated or serious breaches of school rules
- Report persistent misconduct and/or once off incidents of a very serious nature to the Principal on a regular basis
- Prepare summarised reports on discipline issues in collaboration with the Principal for the Board of Management
- Will inform parents/guardians in writing when a student has been reported to Túsla for missing 20 days or more in a school year
- Annually review and evaluate the implementation and relevance of the code of behaviour in light of changing legislation while consulting all the educational partners

In the absence of the principal, a deputy principal may be required to take on the responsibilities of the principal.

Responsibilities of the Principal

The Principal will:

- ensure that the implementation of sanctions is fair, equitable and appropriate
- review individual matters of discipline that merit his attention
- engage in further investigation of the matter if necessary
- suspend a student from the school for a period of up to three days
- report on discipline matters frequently to the Board of Management
- report any suspensions of six days or more and of any expulsion to Túsla

Responsibilities of the Board of Management

The Board of Management has a statutory obligation to prepare a code of behaviour in consultation with the Principal, teachers, parents and students (Section 23, Education Welfare Act 2000).

The Board of Management will:

- give formal approval to the Code of Behaviour and support school personnel in its implementation
- hear appeals by parents/guardians when necessary
- decide on a recommendation from the Principal to expel a student following a hearing at which the Principal gives the reasons for such a recommendation and the parents/guardians of the student may give reasons why the recommendation should not be approved.
- inform parents of their right to appeal the decision of expulsion or suspension that exceeds twenty days in one school year to the Department of Education and Skills under Section 29 of the Education Act.

Supporting roles –

Role of Class Tutor

The class tutor works in a voluntary pastoral care capacity and seeks to build a relationship with students in their tutor group. The code of behaviour will be taught formally to students through 'Muintearas', our 1st year induction programme and in SPHE classes which are often delivered by the class tutor. In supporting the code of behaviour the tutor will:

- Advise the year head of any serious problems that arise in their tutor group
- Refer a student to the pastoral care team or year head as appropriate
- Meet/consult year head regularly to exchange information about the tutor group
- Model and promote respectful relationships at all times with tutor class
- Contribute when possible to developing class spirit and subsequently school spirit

Pastoral Care Team

The Pastoral Care team of Principal, Deputy Principals, Guidance Counsellors and Learning Support teachers meet on a weekly basis. This group actively supports students with difficulties helping them overcome problem behaviour by providing suitable interventions that may correct poor behaviour.

Guidance Counsellor

The guidance counsellors (GC) work in a pastoral capacity within the school. The student may be referred to the GC within the pastoral care team meeting. Following a referral, the GC will

- Meet the student
- Endeavour to identify the cause of the problem
- Explore student's feelings about the situation
- Explore choices open to the student and the consequences of these choices
- Provide student with advice, support and information
- Seek parental support as required to resolve the difficulties
- Work collaboratively with class teacher/year head/deputy principal
- Arrange further meetings if required with the student
- Refer the student to a professional counsellor outside of the school following consultation with parents/guardians if such action is deemed appropriate
- Assist parents with referral to external supports if required
- Maintain accurate records of interventions

Special Educational Needs Department

Sometimes a student's misbehaviour can be the result of unidentified learning difficulties. The school's SEN department will support all students by monitoring their academic progress and investigating if learning difficulties are the cause of such misbehaviour. Through diagnostic testing, students' abilities and progress will be monitored as they move through junior cycle and suitable supports and interventions will be used to ensure all students are following the most suitable programmes and that they reach their full potential within them.

Outside Agencies

As the need arises the school will contact outside agencies for support including the Visiting Teacher for Travellers (VTT), the National Education Psychologists Services (NEPS), Health Services Executive (HSE), the Visiting Teacher for The Visually Impaired and the Visiting Teacher for The Deaf, the National Council for Special Education (SENO), the National Educational Welfare Officer (TúsIa) and the local Garda Juvenile Liaison Officer (JLO).

Section 4:

Promoting good behaviour

We are fortunate at Presentation, Kilkenny that our students are extremely well behaved. It is the policy of the school that we actively acknowledge their positive contributions to the school atmosphere. All staff are encouraged to recognise and maintain these high standards of behaviour within their classrooms and within other school activities.

Reward System

Based on the belief that students respond positively to encouragement and to help maintain the mutually respectful relationships among teachers and students some of the following strategies may be used with our students:

<i>Individual</i>	<i>Class</i>	<i>Year Group</i>	<i>School</i>
Homework pass Merit in journal Compliment in journal Positive comments on work Positive comments at end of class Displaying their work Reading out good work Student of week/month Vouchers/Tokens Achievement medals Positive note home Positive report to the YH	Homework pass Film Reading out good work Affirmation to whole class Quiz day Fun Friday Meditation/Yoga Read to the class Displaying class work Research class Wellbeing class Mini class awards Tokens Leadership roles – prefect/vice prefect	Assemblies Fun Friday Trips away e.g cinema Raffles Sports day Bingo Vouchers for canteen Displaying work Draw for students Achievement medals Tokens Outings at end of term Wellbeing days Quiz day Leadership roles – Student Council Acknowledging birthdays	Assemblies Trips away Raffles Sports day Non uniform day Fun Friday Vouchers/Tokens Leadership roles – Headgirl, Le Chéile, Cairdeas Whole school events e.g Christmas concert, Presentation Transformation, FeelFitFeb

Annual Awards

Through the annual awards, the school endeavours to recognise achievement, participation and contribution to school life across a wide range of areas including attendance, behaviour, academic, sporting, art, music and good citizenship.

Student Profile Form

A parent/guardian may request the year head to complete a student profile form, *Appendix C*, on their daughter. The form details the academic progress of the student at that time with comments and recent grades provided by all her teachers. This form can provide goals for the student to include areas of improvement relating to application and academic progress. However, it does not act as a substitute for a P/T meeting. And it will not be available two weeks before or after a term report has already been issued.

Section 5:

Responding to inappropriate behaviour

In an effort to support and maintain a classroom and school environment which is supportive of the learning of every student in the school and which ensures continuity of instruction for them, inappropriate behaviour will be addressed promptly through the code of behaviour.

Classification of offences

The following table classifies the most common incidents of inappropriate behaviour. It is not an exhaustive list.

Minor – Class teacher	Major – Year head	Serious – Management
Lateness for class Failure to bring relevant materials to class Challenging teacher authority Refusal to follow instructions Using inappropriate language Shouting at other pupils Eating/drinking/chewing gum Using mobile phone inappropriately Lack or incomplete homework Copying homework Incorrect uniform Cheating in a class test including the use of smart watches/phones	Repeated minor offences – three times of the same offence Behaviour that disrupts the teaching and learning for other students Refusing to take correction in class Undermining school personnel Inappropriate behaviour on corridors/at school events Mitching from one class or a number of classes Cheating in house exam including the use of smart watches/phones Consistent wearing of incorrect uniform	Repeated lateness in the morning Mitching/truancy for a school day Substance abuse – alcohol/smoking/vaping Threat of or physical violence towards other students/staff Inappropriate language directed at the teacher Defiance to a member of school staff Repeated disregard for school uniform Damage to school property Repeated bullying/intimidation of other students including cyberbullying Theft Extortion Inappropriate use of social media

Proposed Sanctions & Interventions

Sanctions are necessary to show disapproval of and to discourage unacceptable behaviour. The objective of a sanction is to help the student to learn and take responsibility for changing their behaviour. The following table proportionate the sanctions used to the level at which the misbehaviour occurs.

Class Teacher	Year Head	Deputy Principal/Principal
Meet student at end of class Verbal warning Extra homework Write out missed work Review seating plan Phone parents Meet parents Note home in the journal Lunchtime detention Confiscation of the phone/smart watch Referral to YH	Meeting with student Verbal warning Seek pastoral care team support Phone parents Meet parents Lunchtime/Fri after school detention Report Cards – white Attendance Cards Withdrawal from leadership roles Fines – for chewing gum	Detention after school for lateness Meeting with student Temporary removal from class Withdrawal of privileges Put on report card - yellow Phone parents Meet parents Friday/Saturday Detention In school suspension Out of school suspension Support from outside agencies- HSE/EWO Referral to BOM

Mobile Phones/Smart Devices

Smart devices including mobile phones play a significant role in young people's lives today. Their use can be both positive and negative. The school is strict in its approach to the use of such devices especially the mobile phones. We acknowledge that students will have the mobile phone in their possession during the school day. Some teachers will use them as a learning tool in their classes. In this case, the teacher may check that the student is on task by checking the student screens. In addition,

- the mobile phone should be turned off and not visible at any time in the school day unless the teacher has given specific permission for such use
- students have no permission to take photos of school personnel or other students in the school
- students do not have permission to record videos of school personnel or other students in the school
- students are not allowed to contact home using their mobile phone
- students will have access to the school phone if they wish to contact home for any reason
- ***these same rules apply for all school trips*** – phones should only be visible with the teachers' permission. Trips are an ideal opportunity to develop friendships and strengthen relationships.

Sanction – if a student is found to be in breach of these rules, the phone will be confiscated immediately and kept in the school office safe overnight until a parent/adult relation can collect the phone at the end of the following school day. A repeated mobile phone offence will result in its confiscation for a longer duration.

Referral Slips/Recording on VSware

The referral slip in *Appendix D* can be used to record incidents of repeated misbehaviour and/or serious indiscipline. It details the incident and the interventions used by the teacher and how the student responded to them. The teacher is responsible for informing the student when a referral slip is completed and to ensure that the student signs the referral slip. All referral slips are filed in student files once the issue has been addressed by the year head.

A teacher may also record a referral on the school's VSware administration system. The teacher will detail the incidents and their dates with the interventions used. The student is informed that the referral has been made. Following a period of implementation of this new system of recording, the school will make these behavioural records available to parents.

White/Yellow/Red Behavioural Report Cards

The school operates a system of behavioural report cards. The aim of these report cards is to accurately establish the behaviour pattern of students who disrupt the orderly environment required for effective teaching and learning. They also serve as an intervention for the student who gets sufficient time to correct their behaviour. They can promote reflective learning for the student and help them realise when, where and how their choices in relation to behaviour affects the teachers and students around them. The table below identifies the colour, level of intervention, purpose and duration of each card. A sample report card is available in *Appendix E*.

White	Yellow	Red
<ul style="list-style-type: none"> Repeated referrals from teachers to YH 2 weeks in duration To put the student on a white card is at the discretion of the YH Contact with home to inform parents outlining the reasons why their daughter is on a white report card Administered and monitored by YH Copy of the card will be given to parents/guardians at the end of the week If a student refuses to co-operate with the arrangement of the white card, a meeting with parents and YH will be required. A yellow card may be considered 	<ul style="list-style-type: none"> Failure to correct behaviour on a white card Second time within the year that the student had repeat referrals from teachers 3 weeks in duration Meeting with parents/guardians, YH and DP before going on the yellow card Letter given to parents/guardians at the meeting outlining the reasons for the action taken Administered and monitored by DP Copy of cards given to parents/guardians at the end of the week 	<ul style="list-style-type: none"> Failure to correct behaviour on a yellow card Third time within the year that the student had repeated referrals from teachers Meeting with parents/guardians and P (possibly BOM discipline committee) Letter given to parents/guardians at the meeting outlining the reasons for the action taken Administered and monitored by P Duration at the discretion of the P and BOM members Copy of cards given to parents/guardians at the end of the week

The student will be required to bring the card with them to every class. Each class teacher will be required to comment on details such as punctuality, homework, participation in class and behaviour. The student will be required to return the report/attendance cards at the end of each day to the year head/DP/P. Such reports will be analysed and steps will be taken to help the student improve their behaviour. These report cards will be discussed at meetings with parents/guardians.

Attendance 'Check and Connect' Record Card

In an effort to improve attendance, the school will use an attendance check and connect record card, *Appendix F*, to monitor a student's attendance. It will be used to promote continuous attendance or to prevent students from missing from classes during the school day. Again, it will be presented at the start of the lesson and the teacher will initial it at the end of the lesson to indicate that the student was in attendance. The student will return the card to the YH/DP at the end of each school day.

Detention

After school detention – DP/P may detain a student immediately after school for at least 10 minutes if the student is persistently arriving late for school. If the issue is not resolved, the DP will contact parent/guardian to resolve the issue.

Lunchtime Detention - A teacher may detain a student at lunch time for minor offences that occur in class. The teacher will allow the student time to have their lunch before they commence assigned work.

Friday Detention - A year head may refer a student for Friday detention if a student accumulates a number of referral slips or is involved in a major offence. The year head will discuss the nature of the incidents with the student and inform them when they must attend Friday detention. Parents/guardians are then informed in advance by phone or by post of such action. Students may be asked to carry out a useful task in the school or complete work assigned to them by the year head. Friday detention will take place in the school from 2.30pm-4.00pm.

Saturday Detention - The Principal/Deputy Principal may request a student to attend Saturday morning detention if all other interventions have failed or if the student was involved in a serious offence. Students and parents/guardians will be informed of the detention in writing or by phone. Students will attend in full school uniform and complete assigned work. Saturday detention will take place in the school from 9.00am- 4.00pm. Students will have to bring their lunch.

Assigned work in all detentions will be of a relevant educational value.

Important Note

In most cases the levels of sanctions follow one another. However, in certain cases, the degree of disregard for school rules shown by a single act may warrant that a student will proceed immediately to suspension or expulsion without going through the sanctions appropriated to minor/major incidents of misbehaviour.

Section 6:

Suspension Procedures

Procedures to be followed in the event that suspension is being considered.

1. The matter will be very serious; either a pattern of persistent misconduct or a serious once-off incident.
2. The issue will be fully investigated by the principal or deputy or a person with delegated responsibility, other than the offended party. Witnesses to the event(s) may be interviewed. A written record of the investigation will be kept.
3. The student against whom the complaint is made will be given an opportunity to present their side of the story. The student will be asked to give an account in writing.
4. The parent will be given an opportunity to present their case.
5. Parents will normally be advised in writing of a decision to suspend. The letter will include the following
 - Notification of the decision & reason(s) for same
 - The effective date and duration of the suspension
 - A clear statement that the student is under the care of the parents/guardians for the duration of the suspension
 - Expectations of a student while on suspension
 - If the NEWB has been informed, this should be stated
 - Rights of appeal (if any) e.g. Section 29 Appeal if applicable
 - If consideration is being given to expulsion as a sanction in this instance, the letter must state this unambiguously.
6. The Principal may suspend a student for up to three days. All suspensions will be reported to the Board of Management at their next ordinary meeting. There is no appeal against a suspension of three days or less.
7. Suspensions for a period longer than three days will normally be considered by the Board of Management, except in the case of a very disruptive pupil who has already been suspended. In this case the Board may delegate authority to suspend such a pupil for up to one week to the principal. Prior to a decision being made to suspend a pupil parents will be given an opportunity to make their case to the Board or Principal.
8. Where the Board of Management suspends a student, and the cumulative number of days suspension for that student exceeds twenty in any one school year, parents will be informed of their right to appeal the decision to the Department of Education and Science.
9. Where a proposal to suspend is before the Board of Management and a student is involved in a further serious disciplinary incident that student may be required to stay at home or be suspended for a period up to three days, until the matter is decided upon by the Board of Management, whichever is earlier. In that event the Board will take the further incident into account in reaching its decision.
10. **Grounds for removing a suspension:** Following a suspension the parents/guardians (or student over 18 years) may seek a meeting with the Principal to discuss the matter further and to make further representations. Where the school is satisfied that new circumstances have come to light that have a bearing on the matter, the decision to suspend may be reviewed (by those who made the decision) and an alternative sanction imposed if deemed appropriate.

Section 7:

Expulsion Procedures

Procedures to be followed in the event that expulsion is being considered.

1. The matter will be very serious; either a pattern of persistent misconduct or a serious once-off incident.
2. The issue will be fully investigated by the principal or deputy or a person with delegated responsibility, other than the offended party. Witnesses to the event(s) may be interviewed. A written record of the investigation will be kept.
3. The student against whom the complaint is made will be given an opportunity to present their side of the story. The student will be asked to give an account in writing.
4. The parent will be given an opportunity to present their case. Where an expulsion is being considered a student may be required to stay at home until the matter is referred to the Board of Management.
5. An emergency meeting of the Board of Management, with a single item agenda will be called, as soon as practicable and normally within 6 school days to determine the issue. A minimum of three days notice will be given to parents in such a case.
6. At the start of the meeting the Chairperson shall enquire whether any member has a conflict of interest in respect of the matter being considered by the Board. Where the Board is satisfied that a conflict of interest exists, the member(s) involved shall withdraw from the meeting at the same time as the parents (or guardians), student (if over 18 and representing himself or herself) and the principal.
7. Written documentation will be supplied to parents and Board Members with the notice of the Board meeting. Such documentation will include
 - The details of the allegation against the student
 - A copy of the case to be presented against the student at the Board hearing
 - A copy of any supporting documentation that may be used by the school in support of its case
 - A clear statement that expulsion is being considered as a sanction in this instance.
 - An invitation to make a written submission and/or to be present and heard at the hearing
 - Expectations of the student (while on suspension pending a hearing)
 - A statement that the NEWB has been informed, this should be stated
 - Rights of appeal e.g. Section 29 Appeal
8. Parents may be accompanied at the Board hearing but, as this is a lay forum, legal representation is not the normal practice.
9. The principal will present the case against the student and will be available to answer questions from parents and Board Members.
10. The parents/guardians (or students over 18) will present their case and will be and will be available to answer questions from parents and Board Members.
11. Once the principal and the parents have made their presentations they will withdraw from the meeting.
12. Should the Board require the professional advice of the principal, the principal may be invited to return to the meeting briefly for that purpose. While the principal is present, there will be no discussion on the merits of the particular case being considered.
13. When considering an expulsion or a long-term suspension the Board will ensure that the following factors are given due consideration
 - the seriousness of the misbehaviour
 - the likelihood of a recurrence
 - the impact the misbehaviour is having on the learning of others
 - the safety of students and teachers in the school
 - the degree to which the behaviour was in violation of written school rule(s) and the relative importance of the rule(s)
 - whether the incident was perpetrated by the individual on his/her own or whether as part of a group; if as part of a group, the extent to which the individual is responsible for the misbehaviour

- the extent to which parental, peer or other pressure may have contributed to the misbehaviour
- the frequency of misbehaviour from the student
- the cumulative discipline record of the student
- what other sanctions have been tried and the level of success of such sanctions
- the responses of the student and his/her parents or guardians to any previous misbehaviour
- the academic, attendance and extra-curricular record of the student
- the age of the student
- whether the student is of school-leaving age
- whether the student is due to sit for any State Examinations in the near future

14. The Board will reach its decision and will record the reasons for deciding as it does.

15. Where the Board of Management decides to expel a student, the parents/guardians (and/or a student over 18) will be informed by letter delivered by registered post. The letter will include the following:

- Notice of the decision to expel and the effective date of the expulsion (this shall not be before the passing of 20 school days following the receipt by an educational welfare officer of the notification to expel)
- The reasons for the expulsion
- Their right to appeal the decision under Section 29 of the Education Act and information about the Appeal process including the titles, phone number(s) and addresses of the relevant authorities and that the student will remain out of the school until the outcome of an Appeal (if any) is known.
- A statement the National Education Welfare Board (NEWB) has been informed
- A clear statement that the student is under the care of the parents/guardians for the period of 20 days required by the Education Welfare Officer of the NEWB to examine alternative provision for the student
- Expectations of the student while on under the care of his/her parents/guardians

Section 8:

Record-keeping

In accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003, an up to date and accurate record of student's behaviour will be maintained for each student in their individual student files. A student will be informed when a written record is being made and the reasons for keeping the record. All interventions, sanctions, changes in behaviour including contact with parents/guardians or referral to other agencies will be recorded. These files will be kept safe and secure within the school building for no longer than seven years. A copy of a student's personal data will be made available on request.

Section 9:

Signing Requirements

In accordance with the Education (Welfare) Act, 2000, section 23 (4), the principal will provide the parents/guardians with a copy of the code of behaviour and request as a condition of enrolment that the parents/guardians confirm in writing their acceptance and support of the school's code of behaviour.

Signing to accept Presentation, Kilkenny Code of Behaviour.

Dear Principal,

We have read and understand Presentation, Kilkenny's Code of Behaviour. We accept the rules within and will support its implementation.

Parent's/Guardian's:	<i>Print Name</i>	<i>Signature</i>
	<i>Print Name</i>	<i>Signature</i>
Student's:	<i>Print Name</i>	<i>Signature</i>
Year of student:		
Date:		

Statement of Adoption

It has been recognised that the Board of Management, principal, teachers and other school staff, parents and students have responsibilities at different levels for behaviour in our school. In line with The Education Welfare Act (2000), the Board of Management has encouraged and supported dialogue with all these educational partners in order to review and formulate a clearly articulated Code of Behaviour. The Board of Management will review the code as necessary to conform to any future legislation that may be issued.

The Board of Management approved and adopted the Code of Behaviour on:	26/05/21
To commence on:	01/06/21
To be reviewed by:	01/06/22
Signed:	<i>Ms. Maria Kelly</i> (Chairperson of the Board of Management)

Appendices

A Dress Code including school uniform and PE uniform

Uniform

- Full school uniform is for sale in Paul's Department Store, High St. Kilkenny
- Students are expected to wear full uniform at all times - tartan skirt, school crested navy jumper, white long sleeve shirt and green tie or the new crested blouse, navy/black tights or knee socks, school jacket and black/navy shoes. Runners/canvas shoes/boots are not permitted
- We are extremely proud of our uniform and we insist that it must always be worn correctly
- The school skirt is to be worn well below the knee. A student whose skirt is not the correct length as required by the school will have to replace it
- Ties must be worn and visible at all times unless students are wearing the new school blouse.
- Jewellery - only one finger ring on each hand is permitted. One pair of neat stud ear rings are allowed and these must be located in the ear lobe. No other piercings in the ear are acceptable. Excess jewellery will be confiscated.
- Make-up, facial or tongue piercings or visible tattoos are not allowed.
 - No extreme hair colour is permitted
 - The inappropriate and/or excessive use of fake tan will not be tolerated

PE Requirements

PE gear and runners must be worn for all PE classes.

- The PE uniform includes
 - The official school PE uniform is available from Paul's Department Store, High St., Kilkenny
 - Navy O'Neill's Leggings/Tracksuit ends
 - Crested sports tee-shirt
 - Crested half zip O'Neill's jumper
 - Correct and supportive runners
 - Navy O'Neills shorts, worn during PE class ONLY. They should not be worn coming or leaving school

The PE uniform must be worn when students are competing in sports matches.

Labelling Belongings

Please ensure the student's name (using a permanent marker) is placed on some discreet part of every item of her school uniform, especially the PE gear. This can be very useful in the event of any item becoming misplaced. It is very important that the student keeps all her belongings locked in her school locker when not in use. It is advisable to have the student initials embroidered into the school jacket and the school PE jumper.

B Code of behaviour main points contained in Student Journal

The Code of Behaviour of Presentation, Kilkenny aims to:

- Ensure students and teachers teach and learn in an atmosphere of **mutual respect**
- Help students acquire good habits of discipline and behaviour in preparation for the responsibilities of the adult world
- Create an appropriate learning environment which will enable excellence in teaching and learning in the school
- Ensure the health and safety of all members of the school community both on the school premises and on school activities
- Build positive relationships by informing parents, staff and students of their rights and responsibilities in relation to school operations
- Prioritise good behaviour by outlining high expectations and affirming positive behaviour
- Define the structures in place to deal with students who may be disruptive of the work of the school and who may interfere with the delivery of the education that other students have a right to receive

A full version of the Code of Behaviour is available on our school website www.presentationkilkenny.ie. Students and parents/guardians are encouraged to familiarise themselves with the agreed procedures and practices in place within our school. The following behaviours are prioritised for all students to be familiar with so we can all work in a safe and secure learning community.

You come to school every day, arrive on time, prepared for all classes	
This means that	Because
You attend school every day unless it is absolutely unavoidable	Time missed is hard to catch up on
If you miss school, you must provide a note or a doctor's certificate to explain your absence. A phone call does not suffice	The school is entitled to an explanation from your parents/guardians; attendance matters; the law requires it
If you must leave school during the day you get permission and sign out at the main office; you must sign in on your return to the school	The school is responsible for you during the day
If you are unavoidably late, you bring a note to explain	This is the courteous thinking to do
You arrive at all classes on time and have all your required books and materials	It wastes your time, the teacher's time and class time

You do your best at your work, both in class and for your homework	
This means that	Because
You listen to your teachers	The teacher is there to help you
You do not disrupt the class	It is unfair to others who wish to learn
You do your homework each night, written and oral	It is a back up to the work done in class

You always carry your school journal with you and record your homework in it	It allows the teacher to make notes in it and It helps you remember what you have to do
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You have respect and consideration for other students	
This means that	Because
Being helpful and treating others with good manners and respect	Like you, they are entitled to respect
Not bullying others	This causes fear, hurt and misery
That you don't push or shove your way around	This can lead to accident or injury
That you respect others property	You would expect the same

You come to school in full uniform as specified	
This means that	Because
You wear correct school uniform shoes to school	This is the dress code of the school; black/navy flat shoes must be worn
You do not wear makeup, fake tan or excess jewellery	This is the dress code of the school No makeup No fake tan One ring per hand One set of ear studs
You wear your school jacket coming to school in wet weather	It saves you sitting in wet clothes and missing school because of sickness
You wear your PE gear on the specific day you have PE	The school has a specific PE uniform for PE. It allows you to take part in PE/Sports without ruining your uniform
You only wear your school shorts during PE class, not coming to or going from school	School PE shorts are worn for PE class only. This is the school's dress code

You respect and follow the instructions of your teachers and other school personnel	
<i>This means that</i>	<i>Because</i>
That you are courteous and respectful to them	Everyone is entitled to this
That when accompanied by teachers outside of the school you continue to show the same courtesy and respect	It makes the outing more enjoyable for everyone

You treat visitors to the school and classroom with respect	
<i>This means that</i>	<i>Because</i>
Being polite and respectful to them	You like to be made welcome and treated politely when you are a visitor

You act in a proper manner around the school	
<i>This means that</i>	<i>Because</i>
No smoking/vaping in our outside our school building/grounds	It is illegal, unhealthy and dangerous to do so, it contravenes the anti-smoking legislation enacted in 2004
Walking in an orderly way between rooms along specified routes	It avoids confusion and accidents
Chewing gum is not permitted in the school	Chewing gum can damage clothes and carpets
You are responsible for your school bag and other property	It is yours and you are responsible for it
Students, parents/guardians do not drive onto the school grounds	It prevents you and others from getting seriously injured and avoids congestion

You are tidy and careful with school property	
<i>This means that</i>	<i>Because</i>
You don't break' damage or deface school property	It is expensive to replace and repair
When using equipment, books or computers, they are returned tidily after class	This facilitates other users
Taking pride in the appearance of your school and avoiding litter	No one likes messy surroundings

C Student Profile Form



Student Name:	Year Group:	Date:
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Subject	Recent Result	Comment – application & progress	Teacher Initial

Year Head Signature:



The Code of Behaviour REFERRAL SLIP for YH

Student Name:	Year Group:	Date:
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Reason for referral (please tick):

☐ did not hand up assigned written homework or learn assigned work

☐ failed to have books or required materials for class

☐ was disruptive

☐ other (details of same)

Interventions taken to date by class teacher:

Teacher Signature: _____ Student Signature: _____

Action taken by YH:

Signed: _____

E Sample Presentation Secondary School Report Card

Name:..... Class:..... Date:.....



Period	Preparation	Homework	Engagement	Co-operation	Teacher Initials
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Note:				
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Note:				
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Note:				
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Note:				
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Note:				
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Note:				
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Note:				
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Note:				

Checked (YH, DP, P).....

Date:.....

Attendance 'Check and Connect' Record Card



Student Name:	Year Group:	Date:
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Teachers, please initial the class below to indicate that the student has attended your class

Period/Day	Mon	Tues	Wed	Thurs	Fri
1					
2					
3					
4					
5					
6					
7					
8					
9					

Students, please return this to your YH/DP at the end of each day and collect it again on the following morning.