

PIPER'S HILL COLLEGE

Coláiste Chnoc an Phiobaire

**CODE OF BEHAVIOUR Policy
Relationships and Behaviour Code of Practice
Includes Ladder of Referral
Learning Charter
Including
Suspension and Expulsion Policy
and Behaviour of Concerns Policy**

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Date of Commencement:	September 2021
Date of review	Annual

Signed Chairperson

Date 8.9.26

Signed Principal

Date 8.9.26

Our Mission Statement

Piper's Hill College is a co-educational, multi-denominational Post Primary School. which shares the core values of our patron KWETB. We are a student centred learning community that is vibrant, inclusive, caring and supportive. Students and teachers are challenged to pursue the highest standards of equity and excellence in education. As a community of students, teachers and parents we work together responsibly and respectfully to provide an education appropriate to the wellbeing of each individual in a rapidly changing world. Together we work with students to attain the knowledge, skills and attitudes that will enable them to become lifelong learners and empower them to reach their full potential.

Rationale for our Relationships and Behaviour Code of Practice

Our Code of Practice comprises of key three documents:

1. Our Learning Charter
2. Our Behaviour Code
3. Our Ladder of Referral

All of the above create a statement of good practice that reflects the restorative ethos of our school. It promotes our whole school preferred practices and the explicit building of positive healthy relationships amongst students, teachers, parents and all in our school community. We recognise the importance of these relationships to wellbeing and learning for all. It is designed to encourage students to achieve and develop their gifts and talents to the best of their ability in an atmosphere of equal opportunity and inclusion. We value a multifaceted approach to behaviour with a variety of supports and interventions. Our approach is restorative in nature as we encourage our entire school community to take responsibility for their own behaviour and learning.

Our school endeavours to work towards a positive outcome by supporting all our students through our Pastoral Care System, Guidance Team, Student Council, Positive Behaviour System and other initiatives. Our code is intended

to enable students to feel happy, safe and secure in the school community and to provide a positive learning environment for all.

Our Learning Charter

Our Learning Charter is based around our three core values. These values were arrived at after careful consultation with the entire learning community, teachers, students and parents.

- Be Respectful
- Be Responsible
- Be Ready

Be Respectful

- Endeavour to have a positive attitude towards class work and homework and complete learning tasks on time and to the best of your ability.
- Respectful interactions are expected at all times towards all members of the school community both in class, on the school campus, on school trips, sporting events and any other school sanctioned activities eg. no threats, insults, intimidation or abusive language. Respectful interactions are expected at all times.
- Treat others with kindness, fairness, consideration and courtesy (Please see Anti-Bullying Policy)
- Take care of school buildings, property and equipment and help to keep the environment attractive and free of litter.

Be Responsible

- Your school journal is very useful for communication between school and home, as well as for being organised and recording work. It is important that you have it with you at all times and can show it if requested by teachers, a Deputy Principal or Principal. You are also responsible for having it signed by a parent/guardian each week.
- You must not leave the school campus during school hours without permission. This is for your own safety and wellbeing. Permission to leave school during school hours must be given in writing or by telephone from a parent/ guardian to the Principal/Deputy Principal/Year Head. You may then sign out at the main office if leaving during the school day and sign back in on return.

- Any school absence must be added using the Tyro app.
- As our school is a public building, it is illegal to smoke on the premises. Our school is a smoke free zone for all. This means there is no smoking, including e-cigarettes /vapes, in the school building, on the school grounds or in the vicinity of the school.
- Your iPad is a valuable learning tool and should be used for educational purposes only. (Please see Acceptable Use Policy)
 - Secure the permission of the Principal and provide copies of a full driving licence and an insurance certificate if seeking to drive/park in the campus - see Students Using School parking Facilities Policy

Be Ready

- Attend class on time, prepared for the learning with your iPad fully charged, a full complement of books and equipment and in full uniform.
- Present your homework on time and attempt all work to the very best of your ability. A written explanation from a parent/guardian should be presented to the teacher if the homework is not completed.
- Be ready for learning with mobile phones and earphones secured away safely (Please see Mobile Phone Policy)

Our Learning Charter outlines in more detail what our values and expectations are as a school community. This is proudly displayed around our school and can be found on page 6 of our student journal.

Positive behaviour promotion in Pipers Hill College

The culture and ethos of Pipers Hill focuses on the promotion of positive behaviour through our three Rs model. We have and continue to train teachers in the practice of Restorative Practice.. The positive nature of community relationships, the commitment to excellence on the part of school management and the high-quality teaching enables most students to behave in a way that supports their own learning, wellbeing and the development of positive relationships. Our Code of Behaviour aims to support and nurture the academic, personal and social growth of all our students. Most students are hard-working and well-behaved, and it is our policy to applaud and affirm this positive behaviour. We have a range of initiatives to encourage and acknowledge hard work, commitment, leadership qualities, sporting skills and musical and artistic talent.

Classroom Examples of positive behaviour:

- Participating in class discussions • Quality of homework • Behaviour in class
- General attitude • Improved work rate • Volunteering to clean practical rooms

Suggested teacher responses:

- Verbal recognition Merits given in journal • Participation in various activities
- Positive recognition of Tutor/Year Heads

Tutors & Yearheads Examples of positive behaviour

- Evident improved behaviour

Suggested responses

- Verbal recognition • Affirmations at year group assemblies and extended tutorials • Involvement in school community • Phone call home • Termly group awards • Positive recognition Deputy Principal/Principal

Principal & Deputy Principal

Examples of positive behaviour

- Involvement in school community • Representing the school positively within the local community

Suggested responses

- Verbal recognition • Affirmations on social media • Affirmations on school notice board • End of year awards ceremony within school

Please see ladder of referral Appendix 1 for other examples .

Our Behaviour Code and Ladder of Referral

There will be occasions when a student falls short of our agreed expectations of being respectful, responsible and ready. The process for responding to cases like these is called our 'Ladder of Referral' (Please see our school website and appendix 1 attached). A student may move up the Ladder of Referral if they do not adhere to the values of our Learning Charter or our Behaviour Code (See our student journal). However, by following the Behaviour Code and showing a willingness to live out the values of our Learning Charter, at every stage students may have the opportunity to move back down the ladder of referral and achieve a clean slate.

- The Ladder of Referral has a very clear set of responses and interventions for teachers to support students in taking responsibility for their own behaviour and learning.
- Teachers record incidents in the student journal as they occur.
- Teachers discuss persistent breaches of the code with students and when necessary will inform parents/guardians and consult tutors and year heads.
- Parents/Guardians who have concerns about their child's behaviour can contact the Year Head of the relevant year group.
- There may be time out to reflect on behaviour during school time (ie break/lunch time) and this will be communicated to parents through the school journal.
- 3 Mis-behaviours in the student's journal may result in students taking time to reflect on their behaviour during a break/lunchtime at the discretion of the Year Head.
- 3 conducts may warrant suspension.

Please see suspension and Expulsion Policy /Procedures on Page 10

Acceptance of the Relationships and Behaviour Code of Practice is a condition of continued enrolment in our school. Each student and their parent/guardian are required to sign and accept the Code of Practice to be enrolled in the school and

acceptance is a requirement for continued enrolment

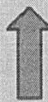
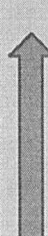
PLEASE NOTE

Parents and students are asked to recognise that it is not possible to detail every rule governing behaviour in the school. However, acceptance into the school is conditional upon the acceptance of the overall spirit of our Relationships and Behaviour Code of Practice. The Management reserves the right to make the final decision in its interpretation.

Full compliance with rules that are in place for the health and safety of the whole school community must be observed. In the event of non-compliance the code of behaviour sanctions will apply.

Appendix 1 Ladder of referral

↑	High Level Behaviour No improvement or worsening of mid-level issues Severe disrespect of school property Severe disregard for others right to feel safe Smoking/Vaping on school grounds Leaving school grounds without permission Possession of Alcohol/Drugs or illegal substances	Responses: Expulsion Referral to the Board of Management Immediate removal from school Suspension In-house suspension Fine/Damage compensation Red Report Sheet (YH Discretion) Problem-solving meeting Behaviour Contract Assign appropriate sanction Recommendations to Management/BoM Refer to BFL programme Refer to further supports (in and out of school)	Positive Affirmations when Improving: Home contact Record in journal Support a fresh start	9	H I G H L E V E L
				8	
↑	Mid Level Behaviour Persistently disrupting others right to learn Persistently disregarding others right to feel safe Persistently not ready for learning Persistently not responsible for own learning Persistently disrespectful of others No improvement despite interventions	Year Head Responses Meeting with Parents & student Orange Report Sheet (YH Discretion) Assign appropriate sanction Referral to supports (HSCL, SCP, Guidance, BFL Level 2 Support) Lunch time detention Student behaviour contract	Positive Affirmations when Improving: Verbal recognition Positive note in journal Phone call home Postcard Home Acknowledgement by tutor/year head Support a fresh start	7	M I D
				6	

  	Mid Level Behaviour Persistently disrupting others right to learn Persistently disregarding others right to feel safe Persistently not ready for learning Persistently not responsible for own learning Persistently disrespectful of others No improvement despite interventions	Year Head Responses Meeting with Parents & student Orange Report Sheet (YH Discretion) Assign appropriate sanction Referral to supports (HSCL, SCP, Guidance, BFL Level 2 Support) Lunch time detention Student behaviour contract Yellow report sheet (YH Discretion) Further contact with home Learning plan/Academic tracking and target setting Meeting with student Restorative meeting with teacher	Positive Affirmations when Improving: Verbal recognition Positive note in journal Phone call home Postcard Home Acknowledgement by tutor/year head Support a fresh start	7	M I D L E V E L
				6	
				5	

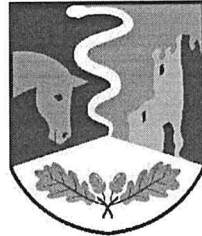
   	Low Level Behaviours Disrupting others right to learn Disregarding others right to feel safe Not ready for learning Not responsible for learning Lack of respect for others	Teacher responses: Referral to Year Head Regular year assemblies Phone call home (Consult first with YH) Mentor or Check and Connect (Consult with YH) Misbehaviour in student journal Follow up conversation after class Mutual agreement on positive change Restorative talk Record in teachers Journal Redirect to task Rule Reminder (Be Ready/Be Responsible/Be Respectful Charter) Move seat Tactically ignore Proximity Control Non-verbal reminder Expectations reminder	Positive Affirmations when Improving: Verbal praise Positive note in journal Phone call home Begin a fresh start Postcard Home	5	
				4	
				3	
				2	
				1	

Appendix 2 OUR LEARNING CHARTER

Location	Be Respectful	Be Responsible	Be Ready
In the classroom	- Enter and leave room in a courteous manner - Listen to the teacher and each other - Respect others property, opinions and personal space - One voice at a time - Be respectful of how others like to learn	- Participate to the best of your ability - Seek help when you need it - Use iPads for educational purposes only - Allow others to learn and the teacher to teach - Catch up on work missed if on a school activity or absent - Cooperate with all class rules	- Be on time and always be prepared for learning - Have all books/ipad, homework and equipment on desk ready at beginning of class - Have iPad fully charged for class
Outside the classroom	- No running inside - Use appropriate language and voice level on corridors - Place all your litter in the appropriate bins for a healthy, clean and safe environment - Use the lift only when necessary and with permission	- Be mindful of personal space - Go directly to your next class - Lock lockers and take responsibility for your own possessions - Ethical and responsible use of social media - Look out for each other and report anti-social or bullying behaviour	- Know your timetable well - Eat, drink, go to toilets and lockers at correct times - Get organised for next classes during breaktime, not between classes
In the wider school community	- Encourage and support one another - Respect school property and equipment - Be respectful of all members of our school community and wider community on way to and from school.	- Get fresh air and exercise at break and lunch times - Take pride in your school building and surroundings - Keep Piper's Hill College litter free - Keep Piper's Hill College smoke/vape/drug free	- Present in full correct uniform including PE uniform on PE day - Keep mobile phones and earphones switched off and not visible during the school day - Make a huge effort to attend every day. - Make the most of your time in school in positive way

Appendix 3

Suspension expulsion Policy



PIPER'S HILL COLLEGE

Coláiste Chnoc an Phíobaire

Appendix 3 of Code of Behaviour

Suspension and Expulsion Policy Pipers Hill College Naas

Our Mission Statement

Piper's Hill College is a co-educational, multi-denominational Post Primary School, which shares the core values of our patron KWETB. We are a student-centred learning community that is vibrant, inclusive, caring and supportive. Students and teachers are challenged to pursue the highest standards of equity and excellence in education. As a community of students, teachers and parents we work together responsibly and respectfully to provide an education appropriate to the wellbeing of each individual in a rapidly changing world. Together we work with students to attain the knowledge, skills and attitudes that will enable them to become lifelong learners and empower them to reach their full potential.

As our code of behaviour states *"There will be occasions when a student falls short of our agreed expectations of being respectful, responsible and ready. The process for responding to cases like these is called our 'Ladder of Referral' (Please see our school website). A student may move up the Ladder of Referral if they do not adhere to the values of our Learning Charter or our Behaviour Code. However, by following the Behaviour Code and showing a willingness to live out the values of our Learning Charter, at every stage students may have the opportunity to move back down the ladder of referral and achieve a clean slate"*.

When a student has exhausted opportunities on the ladder of referral or for very serious once off incidents it may be necessary to temporarily exclude i.e., suspend or permanently exclude a student. The following outlines the procedures for the same.

Suspension Policy

Schools are required under Section 23 of the Education Welfare Act 2000 to include procedures for suspension in their code of behaviour. This policy and the procedures herein have been prepared in line with the NEWB guidelines 'Developing a code of Behaviour, guidelines for Schools'.

Authority to suspend.

The ETB holds the authority to suspend. This authority is devolved under Section 44 of the Education and Training Boards Act 2013 by the ETB to the Board of Management of the school, bearing in mind all relevant legislation. The Board of Management hereby delegates this authority to the Principal.

Period of Suspension

As stated in the NEWB Guidelines, "Suspension should be a proportionate response to the behaviour that is causing concern."

A student should not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective. If a suspension of longer than three days is being proposed, that matter should be referred to the BOM, through the chairperson for consideration and approval.

The BOM may wish to authorize the Principal to impose a suspension four days or more in circumstances where the Board cannot convene in a timely fashion.

The Board should formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more. Any such suspension is subject to appeal under section 29 of the "Education Act" 1998.

Pipers Hill College affirms that all suspensions must be notified to the Board of Management of Pipers Hill College.

Pipers Hill College affirms that the Education Welfare Services of the Child and Family Agency (TUSLA) should be Informed of suspensions in the following circumstances:

- Where the period of suspension is for 5 or more consecutive school days.

- Where the aggregate number of days on which a student has been suspended /absent in any school year is 20 or more days.

Grounds for suspension

Pipers Hill College recognises that when all other strategies have been exhausted, suspension affords a student time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour and to accept the need for the behaviour to change. Pipers Hill College works closely with parents to assist a suspended student to re-join the school community successfully. Pipers Hill College acknowledges that suspension should be a proportionate response to the behaviour that is causing concern.

The decision to suspend a student requires serious grounds such as that:

- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to safety.
- The student is responsible for serious damage to property.
- The student breaches the Code of Behaviour (at the discretion of the Principal).

Pipers Hill College affirms that suspension may occur after the following factors have been considered:

- The nature and seriousness of the behaviour.
- The impact and context of the behaviour.
- The interventions tried to date.
- That all discipline options under the Pipers Hill College Code of Behaviour have been applied and documented.
- That all actions /decisions taken are recorded and all correspondence copied.
- Discussion has occurred with the student and parent(s) regarding the specific behaviour which the school considers unacceptable, and which may lead to suspension.

The Board of Management of Pipers Hill College affirms that students attending Pipers Hill College may be suspended as follows pending investigation and /or discussion with parents. The following list is not exhaustive:

- Continued disruption of Teaching and Learning. For example - repeatedly refusing/failing to participate in class and/or repeatedly failing to bring material to class (iPad, books, copy, and exam papers).
- For refusing/failing/being unwilling to follow the direct instructions of members of staff
- For serious misbehaviour.

- For refusing/failing/being unwilling to assist staff in the investigation of incidents of misbehaviour.
- For an unacceptable level of repeated misbehaviour. For example – disruption to teaching and learning.
- For threatening, bullying (in all of its forms), insulting, aggressive or violent behaviour towards others whether in person, by mobile phone or via social media or other electronic means; in the school, or within the vicinity of the school. For example – becoming involved in a physical altercation with another student.
- For the supply/possession /use of alcohol, cigarettes/ any smoking paraphernalia /E cigarettes/Vaping devices and /or illegal drugs.
- For the supply /possession /use of weapons/ hazardous materials.
- For behaviour that may be a danger to self or others. For example, smoking cigarettes/e-cigarettes/vaping devices in the vicinity of the school.
- For racist behaviour /supply of racist material/use of racist material.
- For behaviour that is contrary to the terms of the Equal Status Act 2000 e.g using homophobic/transphobic comments.
- For sexual harassment/abuse and/or the possession/supply /use of pornographic material.
- Serious damage to school or personal property.
- Gross disrespect towards a member of staff.
- Truancy from class or school (including leaving the school without permission during break times).
- Bringing the good name of the school into disrepute through either actions or words (including online).

Pipers Hill College acknowledges that a single incident of serious misconduct may be grounds for immediate suspension. Such grounds may include where the continued presence of the student in the school at the time would represent a serious threat to the safety or welfare of students, staff of the school or any other person.

A student may be suspended during a state examination and such suspension should normally be approved by the Board of Management of Pipers Hill College. This type of suspension should only be used where there is:

- A threat to good order in the conduct of the examination
- A threat to the safety or welfare of other students and personnel
- A threat to the right of the other students to do their exam in a calm atmosphere.

Inappropriate use of Suspension

Rolling suspension. A student should not be suspended again shortly after they return to Pipers Hill College unless they engage in serious misbehaviour that warrants suspension, that fair procedures are observed in full and the standard applied to judging the behaviour is the same as that standard applied to the behaviour of any other student.

Informal / unacknowledged suspension. Exclusion of a student for part of the school day as a sanction is a suspension. This does not preclude the school from ringing a parent and recommending them to collect their child as their continued attendance that day might lead them to get into further disciplinary issues as the school continues the investigations into a matter.

Open-ended suspension. Students should not be suspended for an indefinite period. Any such suspension would be regarded as a de-facto expulsion.

Implementing the suspension

Written Notification

The Principal should notify the parents and the student in writing of the decision to suspend.

The letter may include:

- The period of suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- Expectation of the student while on suspension, for example: any study programme to be followed. (work on Google classroom, Gmail or other platform used by teachers)
- the arrangements for returning to school which will include a meeting of parent(s) and student with the Year Head and or Deputy Principal/Principal.
- the provision for appeal to the Board of Management or KWETB.

Records and Reports

Formal written records should be retained, in line with GDPR, of:

- the investigation
- the decision-making process
- the decision and the rationale for the decision
- the duration of the suspension and any conditions attached to the suspension

Expulsion

The ETB devolves the authority to expel to the Board of Management under Section 44 of the Education and Training Boards Act 2013 bearing in mind the NEWB Guidelines.

Grounds for Expulsion

Expulsion of a student is a very serious step, which will usually only be taken by the Board of Management in extreme cases of unacceptable behaviour.

The school will usually have taken significant steps to address the misbehaviour and to avoid expulsion of a student including, as appropriate:

- provide interventions to modify the student's behaviour (e.g. NBSS) Behaviour For Learning Teacher if they meet the threshold for intervention.

- meeting with parents and the student to try to find ways of helping the student to change his/her behaviour.

- making sure that the student understands the possible consequences of his/ her behaviour,

- ensuring that all other reasonable/practicable options have been tried,

- seeking the assistance of support agencies (e.g. TUSLA, Health Service Executive,

Community services, the National Behavioural Support Service, Child and Adolescent

Mental Health Services, National Council for Special Education.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student's behaviour.

Expulsion for a first Offence

The Board of Management may decide to expel a student on the basis of a single breach of the Code of Behaviour, included but not limited to:

- serious violence or threat of violence or physical assault against another student or a member of staff

- possession/supplying drugs to other members of the school community

- Possession of a weapon

- a sexual assault or attempted sexual assault.

Procedures for Expulsion

Where a preliminary assessment of the facts confirms serious behaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation was carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Education Welfare Officer.
6. Confirmation of the decision to expel.

Some of these meetings could be held together as long as due notice of meetings and a fair and reasonable time to prepare for a Board hearing are given to parents

Step 1: A detailed investigation carried out under the direction of the Principal.

In investigating an allegation, in line with fair procedures, the Principal should:

- inform the student and his/her parents about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion.
- give parents and the student opportunity to respond to the complaint of serious misbehaviour before a decision is made and a sanction is imposed.

Parents should be informed of the alleged misbehaviour and the proposed investigation. Where expulsion may result from an investigation, a meeting with the student and his/her parents are essential. They can give their side of the story, ask questions about the evidence, and perhaps make their case and the school can explore with parents how best to address the student's behaviour.

If a student and his/her parents fail to attend a meeting, the Principal should write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the inappropriate behaviour. The school should record the invitation issued to parents and their response.

Step 2: A Recommendation to the Board of Management by the Principal

Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion.

The Principal should:

- inform the parents and the student that the Board of Management is being asked to consider expulsion
- ensure that parents have records of : the allegations against the student; the investigation

and written notice of the grounds on which the Board of Management is being asked to consider an expulsion.

- provide the Board of Management with the same comprehensive records as are given to parents
- notify the parents of the date of the hearing by the Board of Management and invite them to that hearing
- ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation and the holding of a hearing

The Board should review the initial investigation to check that it was properly conducted in line with fair procedures. The Board should review all documentation and circumstances of the case. It should ensure that no party who has had an involvement with the circumstances of the case is part of the Board's deliberations (for example, a member of the Board who may have made an allegation about the student).

Where a Board of Management decides to consider expulsion, it must hold a hearing called in according to Board procedures. At the hearing, the Principal and the parents, or a student aged eighteen years or over, put their case to the Board in each other's presence. Each party should be allowed to question the evidence of the other party directly. The meeting will also be an opportunity for parents to make their case. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial as between the Principal and the student. Parents may wish to be accompanied at hearings and the Board should facilitate this, in line with good practice and Board procedures.

After both sides have been heard, the Board should ensure that the Principal and the parents are not present for the Board's deliberations.

Step 4: Board of Management deliberations and actions following the hearing.

Having heard from all the parties, the Board will decide whether or not the allegation is substantiated and, if so, whether or not expulsion is the appropriate sanction. These deliberations should be minuted i.e., when deliberations started and ended.

Where the Board of Management is of the opinion that the student should be expelled, the Board must notify the Educational Welfare Officer in writing of its opinion, and the reasons for this opinion. (Education (Welfare) Act 2000, s24(1)). The Board of Management should refer to the National Educational Welfare Board reporting procedures for proposed expulsions. The student cannot be expelled before the passage of twenty school days from the date on which the EWO receives this written notification.

The Board should inform the parents in writing about its conclusions and the next steps in the process. Where expulsion is proposed, the parents should be told that the Board of Management will now inform the Educational Welfare Officer.

Step 5: Consultations arranged by the Educational Welfare Officer

Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled, the Educational Welfare Officer must:

- make all reasonable efforts to hold individual consultations with the Principal, the parents and the student, and anyone else who may be of assistance.
- convene a meeting of those parties who agree to attend

The purpose of the consultations and the meeting is to ensure that arrangements are made for the student to continue in education. These consultations may result in an agreement that would avoid expulsion.

Pending these consultations, a Board of Management may take steps to ensure that good order is maintained and that the safety of students is secured (Education (Welfare) Act 2000, s24(5)). A The board may consider it appropriate to suspend a student during this time. Suspension should only be considered where there is a likelihood that the presence of the student during this time will seriously disrupt the learning of others, or will represent a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the twenty day period following the notification to the EWO has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management should confirm the decision to expel (this task might be delegated to the Chairperson and the Principal). Parents should be notified immediately that the expulsion will now proceed. Parents and the student should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the student.

Appeals

A parent or a student, over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Skills.

Roles and Responsibilities

The BOM, in conjunction with the Principal, Deputy Principal, Year Heads and tutors and teachers will be responsible for the implementation of the policy.

Links with other school policies

This policy must be read in conjunction with the school's current policies and any other policies as they are developed. This policy is particularly related to the Code of Behaviour, Acceptable Use Policy and Anti Bullying Policy.

Monitoring, Review and Evaluation

Under the direction of the Principal the policy will be monitored by the committee which drafted it. This policy will be reviewed after two years or sooner if necessitated by legislation or requested by Staff or the Board of Management.

APPENDIX 4



Piper's Hill College

Policy on Understanding Behaviours of Concern and Responding to Crisis Situations

Policy Statement

Piper's Hill College is committed to providing a safe, respectful, and inclusive learning environment that promotes the wellbeing of all students and staff.

This policy outlines the school's approach to understanding, preventing, and responding to behaviours of concern (BoC) and to managing crisis situations in line with national guidelines and best practice.

All members of the school community share responsibility for creating an environment that fosters safety, belonging, and positive relationships, while upholding the dignity and rights of every student.

Legal and Policy Framework

This policy is informed by and consistent with:

- *Understanding Behaviours of Concern and Responding to Crisis Situations: Guidelines for Schools in Supporting Students* (Department of Education, 2024)
- *Children First: National Guidance for the Protection and Welfare of Children*
- *Child Protection Procedures for Primary and Post-Primary Schools* (Department of Education)
- *Education Act 1998*

- *Education (Welfare) Act 2000*
- *Safety, Health and Welfare at Work Act 2005*
- *Non-Fatal Offences Against the Person Act 1997*
- *Equal Status Acts 2000–2018*
- *UN Convention on the Rights of the Child (UNCRC)*

This policy should be read in conjunction with the school's **Code of Behaviour**, **Bi Cinealta Anti-Bullying Policy**, **Child Protection Policy**, **AEN Policy**, and **Health and Safety Statement**.

Definitions

Behaviours of Concern (BoC)

Behaviours of Concern are defined as behaviours that indicate a risk to the safety or wellbeing of the person exhibiting them or to others.

Crisis Situation

A crisis situation arises only when a behaviour of concern presents a **serious and imminent risk of physical harm** to the student and/or others within the school environment.

Staff must use a professional judgement to decide if the unique situation constitutes a serious and imminent risk to the safety of the individual and others. For example:

- A student putting themselves in danger, for example running into a road or towards explicit danger
- A student starting to self-injure by banging his/her head with force on a hard surface
- A student starts throwing larger items, such as computers or furniture at peers or staff
- A student physically attacks another person.

Whole-School Approach

The school adopts a **whole-school, preventative approach**, emphasising the creation of supportive environments, the building of staff and student competencies, and the promotion of positive relationships.

Support is structured according to the **Continuum of Support** model:

- **Support for All:** universal wellbeing and preventative measures
- **Support for Some:** targeted interventions for students requiring additional support

- **Support for a Few:** intensive, individualised interventions for students with complex needs

Interventions focus on **prevention, early intervention, and de-escalation**, guided by systematic data gathering to understand the unmet needs being communicated through behaviour.

Actions to be taken in crisis situations

Professional judgement will be required based on the particular context.

Prevention

Taking action immediately before, or, as behaviour escalates can be highly effective in reducing the student's distress and minimising behaviours that may lead to a crisis situation. Wherever possible, de-escalation techniques should be used before any other responses are considered.

- Common de-escalation techniques include:
- Active listening
- Acknowledging what the student is experiencing emotionally
- Physical redirection to an alternative activity
- Problem solving is the student is able
- Offering clear, simple choices which would include self-regulation options
- Allowing adequate personal space
- Going to an alternative space with the student that is less stimulating or removes access to the trigger

Physical Interventions

Two kinds of physical intervention are considered in this policy: seclusion and physical restraint.

Seclusion

Seclusion refers to placing a student involuntarily in any environment where they are alone and physically prevented from leaving. Physical prevention from leaving can be through the use of a locked door, a blocked door, or an exit held closed by a staff member. Seclusion is also a situation where a student believes that they cannot leave a space although no physical block is present. Seclusion is not permitted to be used in a recognised school in Ireland.

Physical restraint refers to any procedure in which one or more adults restrict a student's physical movement or normal access to their own body.

Physical restraint may **only** be used in a genuine **crisis situation**, when there is *imminent risk of physical harm* to the student or others, and when all less intrusive measures have been attempted or are clearly not feasible.

It must **never** be used:

- as a form of punishment,
- to enforce compliance, or
- as a substitute for appropriate support or supervision.

When physical restraint is required, it must be:

- **Timely:** Used only as a last resort when other de-escalation strategies have failed or are not possible.
- **Measured:** Use only enough physical contact and force to maintain or re-establish safety for the student, peer and adults.
- **Appropriate:** Consider the least amount of touch and force needed to manage the emergency and safety of all concerned. Take into account any additional needs the student may have including self-management, language difficulties, sensory needs, medical considerations (such as stability issues, unsteady footing or coordination difficulties) and social differences.
- **Skilled:** Undertaken, where possible, by appropriately trained staff.
- **Documented and Reviewed:** Each incident must be recorded and reviewed.

Aftermath of an incident

The following steps should be taken in the immediate aftermath of an incident.

- Check that all parties involved are safe
- Ensure all injuries are cared for
- Clear the area of bystanders
- Remove peers if possible
- Have a supporting adult with the student involved
- Give the student space and time to regain composure
- When possible, guide the student to a self-regulation space
- Inform the parents/guardians that an incident occurred

Immediate Reporting:

Any incident involving physical restraint must be reported to the Principal as soon as possible, and subsequently to the Chairperson of the Board of Management/ETB.

Documentation:

The incident must be documented using the school's **Incident Report Form**, detailing:

- time, location, and persons involved;

- description of events leading up to the incident;
- interventions attempted prior to restraint;
- duration and nature of the restraint;
- injuries or distress caused;
- post-incident actions and communication with parents/carers.

Review Process:

A **structured review** shall follow each incident, with the following aims:

- to restore wellbeing and promote calm;
- to establish factual clarity;
- to review the student's Individual Support Plan and crisis management strategy;
- to identify triggers and alternative strategies;
- to rebuild relationships and ensure appropriate follow-up support.

Roles and Responsibilities

Board of Management / ETB

- Ensures that this policy is ratified, implemented, and reviewed.
- Provides for ongoing staff training and professional development.
- Monitors reporting and incident data at governance level.

Principal / Deputy Principal

- Leads implementation of the policy and ensures staff awareness.
- Oversees reporting of any crisis incidents to the Board of Management/ETB.
- Ensures that parents/carers are informed promptly following any incident of restraint.
- Facilitates post-incident reviews and updates to student support plans.

Teaching and Support Staff

- Apply prevention, early intervention, and de-escalation strategies as part of daily practice.
- Participate in relevant professional learning and training.
- Document and report all incidents in accordance with school procedures.

Parents/Carers and Students

- Are engaged as partners in promoting wellbeing and understanding behaviour.
- Are involved in developing and reviewing individual support plans and post-incident reviews.

Training and Professional Development

Piper's Hill College is committed to ensuring that relevant staff are equipped with the knowledge and skills required to support students effectively.

Training will be provided in:

- understanding behaviours of concern and their underlying causes;
- de-escalation and positive behaviour support techniques;
- crisis intervention strategies;
- the safe and appropriate use of physical restraint (as a last resort); and
- recording, reporting, and reviewing incidents.

Communication and Consultation

This policy will be communicated to:

- all school staff (teaching and non-teaching);
- parents/carers via the school website and policy handbook;
- students, through age-appropriate discussion of rights, safety, and wellbeing.

Monitoring and Review

This policy will be reviewed annually, or sooner if required by changes to national guidance, legislative updates, or identified school needs.

The review process will consider:

- incident data and outcomes,
- staff feedback,
- student and parent feedback, and
- updates from the Department of Education or ETB.