



# Code of Positive Behaviour

*Pages 23-31 have been adapted due to measures needed during the Covid-19 Pandemic 2020. Please also see [Health and Safety Control of COVID-19 Policy for Students \(Appendix 4\)](#) which should be read as an addendum to this policy.*



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# Code of Positive Behaviour

## Creagh College Mission Statement

*Creagh College believes in the provision of a **POSITIVE** learning experience that nurtures **MUTUAL RESPECT** and **personal RESPONSIBILITY** within a **SAFE, fair** and **CARING** environment. We are committed to the **pursuit of excellence** in all of our activities.*

## Introduction

Our philosophy is based on respect, tolerance and understanding while appreciating the diversity of our changing world. To enable this mission statement to be enacted in the everyday life of Creagh College, a **Code of Positive Behaviour** has been developed which relates to all school activities both inside and outside of normal school hours. The Code is written in accordance with the National Educational Welfare Board's "Developing a Code of Behaviour: Guidelines for Schools" (2008).

The spirit of the Code is to have respect for oneself, others and property while the Code's long-term aim is to ensure that young people from Creagh College learn the importance of their rights and their corresponding responsibilities. As they progress through the school, students will increase their understanding of the impact of their behaviour in school, at home and in the wider community and take responsibility for their actions. We will seek to avoid conflict situations, or to end them by "talking," and by finding ways to move forward productively, mainly using a Restorative Practice approach.

Upon completion of their education in Creagh College and maturation as young adults, it is hoped that they will carry with them a sense of tolerance, justice and positive social values which will contribute to the general well-being of our society. Our Code is based on the recognition of the student as an individual yet insists on an environment in which the welfare of all is protected.

## Principles underpinning our Code

The principles underpinning the Code ensure that Creagh College:

- has a positive and safe environment for teaching and learning which promotes positive relationships of mutual respect and support among students, parents and staff. This is achieved through the school culture, policies, structures and support systems

across the school.

- has a climate that encourages and reinforces good behaviour. This is achieved through a whole-school approach which promotes good behaviour inside and outside the class and models good behaviour every day.
- ensures that the standard of behaviour expected in Creagh College is communicated to all involved so that everyone understands how to behave, has the skills to behave well and knows the impact of both good and inappropriate behavior. This is achieved through the regular teaching of the expected behaviour in curricular and co-curricular material and in the provision of a fair and consistent system of rewards for good behaviour and responses to inappropriate behaviour. Expectations of behaviour are communicated through the school journal, in class, during induction and are displayed throughout the school. All parents/guardians receive a copy of the Code which they are expected to read and sign on an annual basis. Adherence to the Admissions Policy and the Code of Positive Behaviour is a condition of enrolment in Creagh College.

## **The Rationale for the Code**

The Code is cognisant of the international conventions, laws and constitutional provisions by which all schools are bound. These include the Education Act 1998 and the Education (Welfare) Act 2000. These legal implications along with the school's Admission Policy ensures that Creagh College provides for the fulfilment of every child's right to an education in a safe, respectful setting where their basic educational needs can be met.

## **The Consultation & Review Process**

A complete review of the code commenced in 2016, whereby all partners of the College were interviewed and asked to respond to online questionnaires. Subsequently, interviews were held with focus groups and a summary document was produced.

Themes which emerged from the review included:

- the need for consistency of application of rules
- the need for greater clarity in the structure of sanctions and the referral system
- a greater focus on celebrating positive behavior was needed
- more frequently held formal meetings between tutors and year heads were required
- the need for more frequent assemblies to be held for positive reinforcement by Year Heads and Senior Management was needed
- greater supervision around school gates was requested
- the lunchtime detention system needed to be refined
- greater support for new teachers
- and a greater focus on building a culture of mutual respect within all college personnel was required.

All of these themes have subsequently been addressed or are being addressed in elements within this draft of the Code.

This code will be reviewed regularly to ensure it supports the Creagh College's mission statement. Any amendments needed will be made and if they are in keeping with the general ethos of the Code, a new version will be distributed to staff, parents and students. If the amendments required are substantial, a full audit will be conducted. As a core part of the College's work, the Code of Positive Behaviour should be reviewed every five years through a whole-school approach using the Audit Guidelines from the NEWB or other method as deemed appropriate by the Board of Management.

## **Implementation of the Code**

Upon approval by the Board of Management, all staff members and parents/guardians of registered students will receive a copy of the Code of Positive Behaviour. A whole-staff workshop on the implementation of the Code will be held at the beginning of the school year and

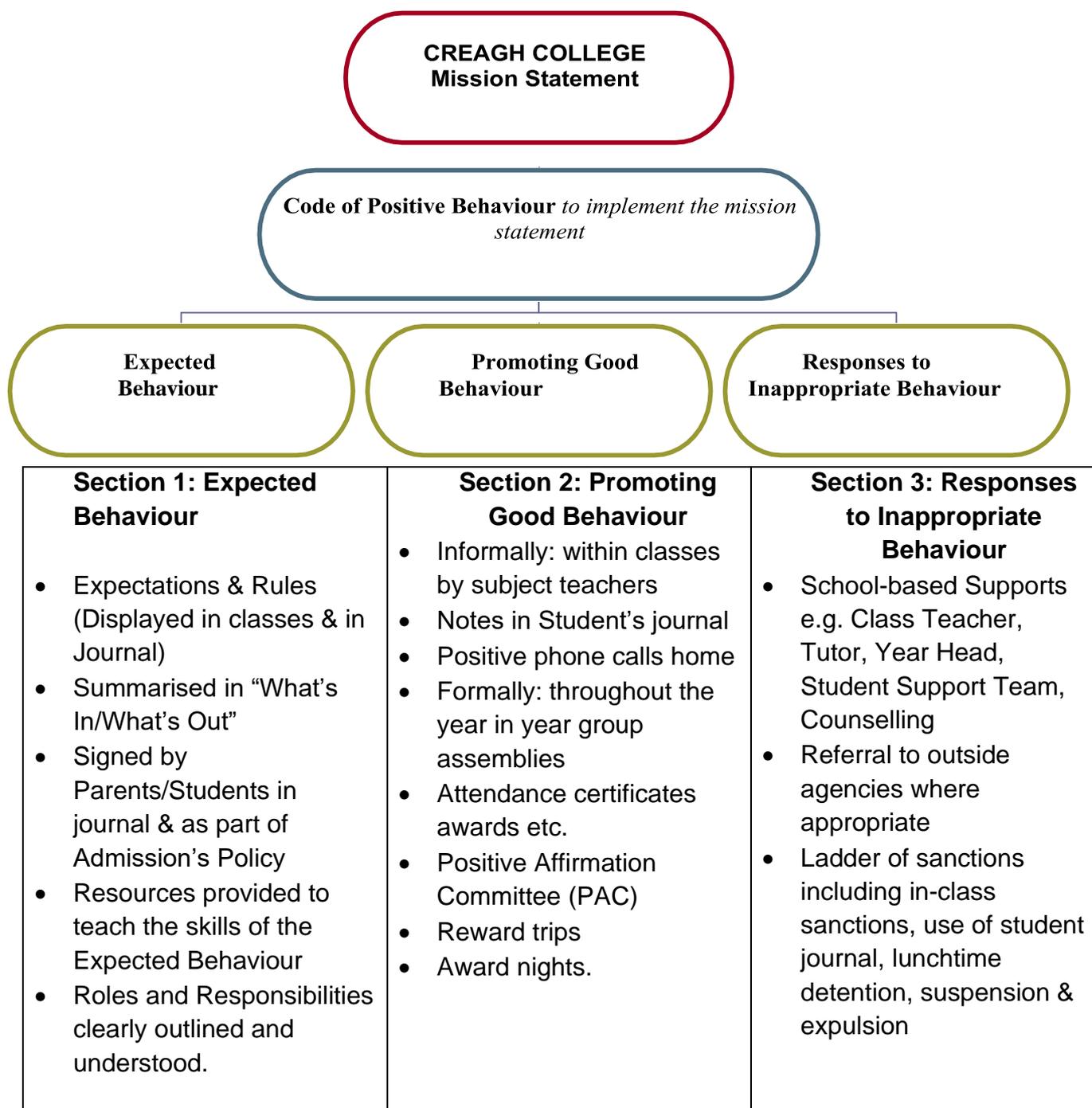
- the expected behaviour and rules will appear in all school journals and it is expected that parents/guardians and students sign this each year
- resources to teach the skills of expected behaviour will be provided to all teachers and posters about the expected behaviour will be provided for all classrooms
- the Code of Positive Behaviour will be available on the Creagh College website and similar to all school policies, any parent/guardian or staff member may request a written copy
- as part of the admission process in Creagh College, parents will be provided with a copy which they are required to read, sign and return to the school.

The Code is a living document, present in each classroom and in the way we work in Creagh College.

## The Structure of the Code

The Code is presented in the following three core parts:

1. Expected Behaviour
2. Promoting Good Behaviour
3. Responses to Inappropriate Behaviour.



## Section 1: Expectations of Behaviour in Creagh College

Our community in Creagh College consists of students, parents, teachers and other staff members, along with our Board of Management who have representatives from Wexford & Waterford Education and Training Board, local primary schools, elected representatives. We have common values and standards for the education of the students who attend the school. These members of the school community share responsibility for one another, provide an environment for intellectual learning and create a healthy social atmosphere where all the members of the community are supported.

All members of the Creagh College community are expected to be **'RESPECTFUL'** as outlined in the list of expectations. The **'Expected Behaviours'** are discussed with each class by Year Heads, Tutors and Class Teachers at the beginning of each year or when a student joins the school. They are displayed around the school, included in the school journal and are reinforced by the teachers and through the induction programme. The skills required to behave as expected are taught in class by teachers, modelled by all staff and supported by parents through a strong link between school and home. They allow for teachers' initiative and creativity.

### Roles and Responsibilities

Each member of the school community has a responsibility to promote good behaviour and has a role to play in minimising any behaviour that prevents teaching and learning or risk people's safety.

In Creagh College, all of the following personnel have a role to ensure the Code is upheld:

- A. Students
- B. Parents
- C. Class/Subject Teachers
- D. Tutors
- E. Year Heads
- F. Deputy Principal
- G. Principal, and
- H. the Board of Management.

## A. The roles and responsibilities of students

There are '5 Key Rules which help us to be RESPECTFUL' and these are presented with reasons for each rule.

'What's In/What's Out' is a summary of the school rules and is useful for highlighting the main types of expected and unacceptable behaviour.

## Respectful Behaviour in Creagh College

In Creagh College, we are expected to:

1. **R**espect all school facilities both inside and outside the building
2. **E**nter and exit our school and classes in order and line up quietly outside our next classroom
3. **S**afely and calmly walk on the left-hand side of corridors with respect for people's space
4. **P**ractise safe behaviour on the school grounds.

In class, we are expected to:

1. **E**ngage and participate in class to the best of our ability without distracting others
2. **C**ome on time and in uniform to class with books/iPads, homework, journal and other required materials
3. **T**alk and communicate calmly with respect and manners to all students and staff
4. **F**ulfil our rights and the rights of others to work in a safe learning space
5. **U**se the 'One voice, Hands up and Listen' method in class
6. **L**ist and do all homework and learning in the journal.

Senior prefects, Student Council members, class captains and senior students are expected to act as role models for good behaviour in Creagh College.

## 5 Key Rules to Help me to be RESPECTFUL to Myself & Others

- **Attend school regularly**

*This means:*

- I come in every day in full uniform unless I have a valid reason
- I must bring in a note from my parents/guardians or a doctor's cert. for each day I miss
- I don't leave school without permission

**Why?**

*Because:*

- I will learn more and be prepared better for exams and my career
- it is the Law to explain why I was absent and the school must record why I wasn't in my safety is important

- **Be on time for each class**

*This means:*

- I arrive to school early in the morning and after lunch
- If I am late, I go to the front office, sign the register and get marked in
- I move quickly between classes and don't delay

**Why?**

*Because*

- if I am late I disrupt the teacher and other students
- it is the Law to record my attendance and the school needs to know I am in
- being on time is a good quality to have
- I take out my class materials
- I use any technology in a responsible way

- **Follow the classroom routine**

*This means:*

- I sit in the seat assigned to me

**Why?**

*Because*

- routine helps me to focus
- being organised makes learning easier
- the classroom needs to be a safe place that doesn't distract me or others

- **Manage my behaviour**

*This means:*

- I let others learn without distraction
- I use 'One voice, Hands up & Listen'

**Why?**

*Because*

- everyone has a right to learn
- it makes it easier to participate in class

- **Use my Journal properly**

*This means:*

- I keep my journal neat and record my classwork and homework in it
- I get it signed each week at home or when asked to
- I put the journal on the desk and give it to a teacher when asked

**Why?**

*Because*

- it helps me to remember my homework and helps with revision/study
- parents/guardians can see how well I am doing and it has space for notes
- rooting in my bag for it can be distracting and wastes time

<b>I agree to behave by the Code.</b>	<b>Date:</b> _____
<b>Signed:</b> _____	<b>(Student)</b>
<b>Signed:</b> _____	<b>(Parent/Guardian)</b>

## What's In & What's Out

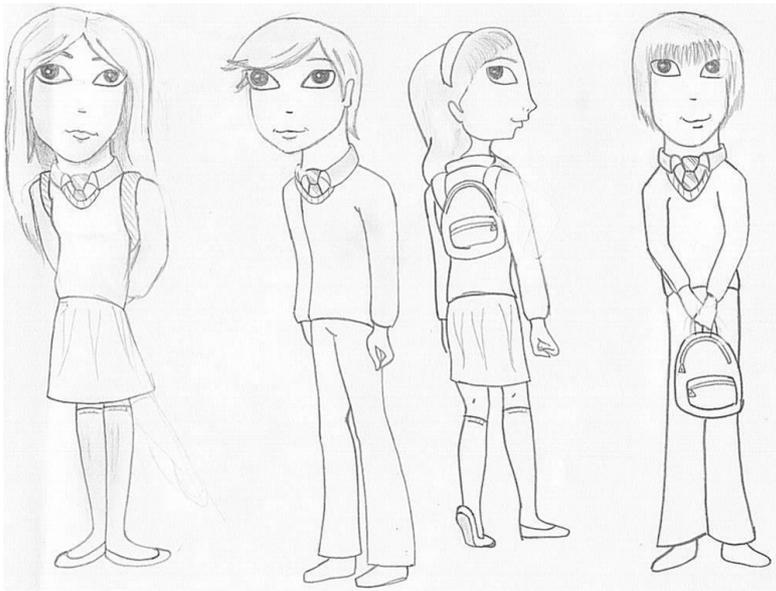
### What's In

- Being **RESPECTFUL**
- Wearing my uniform correctly
- Getting my journal signed each week
- Asking questions politely if I don't understand
- Coming to school every day organised
- Being patient & having a positive attitude
- Everyday, recording and doing my homework and study
- Meeting a teacher after class if I am asked to
- Sitting in the assigned seat in class
- Following instructions



### What's Out

- Bullying or slugging or name calling
- Offensive behaviour
- Fighting or messing
- Using bad language
- Vandalising, stealing or littering
- Leaving the school grounds without permission
- Chewing gum
- Graffiti
- Smoking/drugs/alcohol on school grounds and surrounding areas
- Facial piercings or large jewellery
- Using technology inappropriately/ recording devices, iPods/music players



### **Students' right to be treated fairly and with respect**

Students of Creagh College will be treated with respect. This will be reflected in the following ways:

1. Matters confidential to the student will be respected;
2. The student will always be treated with the high standard of good manners that staff members expect of each other;
3. If a teacher/member of staff feels that the student's behaviour is inappropriate the student will be spoken to in a professional and controlled manner;
4. All students will have the right to apply for access to all areas of the College's curriculum;
5. All students will have access to a wide range of extra-curricular activities;
6. All students will be treated as individuals with their own unique personality and characteristics;
7. All students with diagnosed special needs will have access to learning support or resource teaching;
8. Students will have the opportunity to make positive contributions to school decisions via the Student Council, through assuming a leadership role within their class, team or year group and through appropriate consultation in school planning.

### **B. The roles and responsibilities of Parent(s)/Guardian(s)**

Parent(s)/Guardian(s) are the primary significant adults in young people's lives and have a huge role to play in their child's education and behaviour. By signing the Creagh College's Code of Positive Behaviour, parent(s)/guardian(s) agree to comply with it. Parent(s)/Guardian(s) can best assist the school in ensuring their child gets the best possible education by applying the following:

1. Familiarise yourself with the culture, code and procedures of Creagh College;
2. Encourage your child to have a positive attitude to their education;
3. Ensure that they attend school regularly and are punctual;
4. Ensure that your child makes good use of their journal;
5. Check and sign their journal weekly;
6. Provide a quiet place for them to study or attend evening study;
7. Ensure that your child comes to school in full uniform and with correct equipment for school;
8. Attend parent teacher meetings;
9. If you have a concern, you should contact the school to arrange a meeting with the Principal, Deputy Principal, Year Head, Class Tutor, Guidance

Counsellor. Your first port-of-call should be with your child's tutor/year head.

10. Otherwise you should maintain regular contact with the school by ensuring that secretarial staff are updated on any change of contact information for you (mobile phone/address).

## **Communications with Creagh College**

Clear and constant exchange of information is vital. Parent(s)/Guardian(s) of students of Creagh College can receive information about their child and their learning through

1. The student's school journal;
2. The College website, [www.creaghcollege.com](http://www.creaghcollege.com);
3. The College's facebook page and twitter account;
4. A wide range of policies available from the school website;
5. Term reports sent to parents;
6. Parents' information evenings;
7. Written communications including text messages;
8. Annual parent/teacher meeting;
9. Annual General Meeting of the Parents' Council.

## **C. The roles and responsibilities of Class/Subject Teachers**

Subject teachers play a key role in the development of a positive culture within the classroom that transcends all other aspects of school life. The approach to classroom management will be firm, fair, inclusive and consistent. Eliciting cooperation and effort from students, praise and commendation both verbal and written are vital.

Achievement and positive contributions can be recognised in a variety of ways

- Words of praise or encouragement;
- Giving a positive note in the student's journal;
- A note to parents in journal;
- A phone call home to parents;
- By recommending the student to the Positive Affirmations Committee (PAC) *See section 2*;
- Giving of a certificate of achievement;
- Nomination for awards (list of awards given elsewhere in the Code of Behaviour);
- Extra responsibility given;

- Inform class tutor/ year head who can reinforce the achievement at monthly assemblies.

In the event of non-co-operation of a student or negative behaviour, the teachers have a range of interventions available to them as discussed in Section 2 below.

#### **D. The roles and responsibilities of Class Tutors**

Along with their responsibilities as a class teacher, the Class Tutor has an additional central role to play, both in promoting student wellbeing and instilling Creagh College's Code of Positive Behaviour in the everyday life of a student in Creagh.

- The Class Tutor will develop supportive relationships with their tutor group by meeting with them every morning and getting the student's day off to a positive start
- Encourage positive behaviour among the tutor group
- Monitor and sign student journals on a weekly basis
- Make positive phone calls home
- Monitor uniform and attendance
- By recommending the student to the Positive Affirmations Committee (PAC) committee;
- Praise students and class group on achievements and improvements
- Meet with parents
- Assist the Year Head with providing encouragement, support and guidance for the year group.

#### **E. The roles and responsibilities of Year Heads**

The Year Head has a major role to play in the holistic development of their year group.

- Implementing the Code of Positive Behaviour in co-operation with the Principal and Deputy Principal
- Providing support and encouragement to students, both as a group and on a one to one basis, to promote positive behaviour
- Making positive phone calls home
- Liaising with Class Tutors and teachers and responding appropriately to referrals or information received
- Communicating with parents/guardians in relation to their child's progress
- Reviewing regularly the academic progress of the students

- Monitoring adherence to school uniform and attendance
- Attending Care Meetings and liaising with the Guidance Department
- Liaising with members of the SEN team where necessary
- Arranging Reward Trips for their year group when appropriate
- Holding regular assemblies to promote achievements within the year group including academic, attendance, participatory awards etc.
- Meeting regularly with the Principal/Deputy Principal to discuss any issues that arise
- By recommending the student to the Positive Affirmations Committee (PAC) committee;
- Investigating incidents that may occur as necessary.

#### **F. The roles and responsibilities of Deputy Principal**

- Supports the Principal and shares responsibility with them in implementing the Code of Positive Behaviour;
- Liaises with Year Heads and Tutors and advises the Principal when serious action (e.g. suspension) is recommended;
- Reviews the progress of students while on “Red Report”;
- Acts as a relevant teacher in the investigation and resolution of serious incidents that may occur;
- Suspends a student when necessary in the event of the absence of the Principal
- Work with students, teachers, parents/guardians to promote positive behaviour.

#### **G. The roles and responsibilities of Principal**

The Principal has the day-to-day authority for the implementation of the Code of Positive Behaviour. To:

- ensure fairness and natural justice apply in the Code’s implementation
- support those with defined roles in the Code to carry out their duties
- act as a relevant teacher in the investigation and resolution of serious incidents that may occur
- ensure comprehensive records are taken
- suspend a student when necessary
- establishes and maintain links with external agencies that can support the school in promoting positive behaviour
- inform the Board of Management of matters relating to behaviour
- ensure that the Code of Behaviour is regularly reviewed, under the direction of the Board of Management.

## **H. The roles and responsibilities of Board of Management**

The Board of Management is ultimately responsible for the governance and direction of the school.

- The Board must ensure that the Code of Behaviour is developed, after consultation with all the partners and is formally adapted at a Board meeting
  
- The Code should support the Board in their working to provide a comprehensive and inclusive system of education.
  
- The Board of Management has a key role in the suspension, expulsion and appeals process. This is dealt with elsewhere in the Code of Behaviour.

## Section 2: Rewards for Good Behaviour

When expectations are achieved and a standard of behaviour is shown by students, positive reinforcement is important. Good behaviour both inside and outside the classroom is acknowledged. In some cases, a quiet word is most appropriate and in other situations the awarding of a certificate, gift voucher or sending a positive letter home is warranted.

In 2017, the Positive Affirmations Committee was set up (PAC). The aim of PAC is to promote positive behaviour among students and to affirm those who have made a positive contribution to school life, both inside and outside the classroom. It aims to change the focus away from discipline and focus on positive targets. The PAC is made up of a group of four teacher volunteers.

### Informal:

This is done within classes by individual teachers and can include:

- verbal praise either in class or quietly
- a positive note in student's journal
- a positive phone call home
- positive comment about the student(s) to Tutor or Year Head
- small rewards such as certificates, class materials or treats.

### Formal:

Rewards and certificates are presented across year groups throughout the year and at the end of term.

#### Excellence in State Examinations

- Leaving Certificate, awarded by the State Examinations Commission
- Junior Certificate, awarded by the State Examinations Commission
- Leaving Certificate Applied, awarded by the State Examinations Commission

**A Creagh College Medal** is presented to all students who achieve an A grade at Higher level, Junior Certificate and H1 in Leaving Certificate.

#### Annual Award Ceremonies

##### Junior Certificate

A certificate is presented to the student with the best grade in each subject at each level in the Junior Certificate state exam.

### Transition Year

All students receive certificates on graduating from the Transition Year Programme in Creagh College. At the annual Transition Year graduation awards are given for

- a. academic achievement
- b. 'Spirit of Creagh' achievement
- c. dedicated participation and involvement in the programme
- d. Subject/module awards for classwork and co-curricular work

### Sixth Year Graduation

Annually, at sixth year Graduation, awards are given for

- a. academic excellence in Creagh,
  - b. sporting excellence in Creagh
  - c. and "Spirit of Creagh" achievement.
2. Students or classes may be verbally acknowledged at year group assembly or in tutorials.
  3. Students representing the school at events are announced with details of their achievements at assemblies and over the school intercom.
  4. Positive Affirmations Committee

### Positive Affirmations Committee (PAC).

A teacher can "PAC" a student under the following headings: (a) Work ethic (b) Extra-curricular and (c) Random acts of kindness. The following is an example of PAC awards:

3 PACS	Meeting with Positive Affirmations Committee and a Creagh College pen
5 PACS	Bronze postcard home
10 PACS	Meeting with Positive Affirmations Committee, a water bottle and a silver postcard home
12 PACS	Creagh College Canteen Voucher
15 PACS	Meeting with Positive Affirmations Committee, a gold star pin and a gold postcard home
End of year PAC lunch for everyone who gets over 10 PACS	

5. Positive reports of students' progress may be given via parent-teacher

meetings and in school reports after Christmas, Mocks and Summer Exams

6. Year Heads may contact parents by phone or with a letter to inform them of the student's progress or achievements.
7. Attendance, punctuality, participation and academic achievement are acknowledged through certificates at assemblies.
8. Class/Year Group trips can be arranged to reward a particular group/achievement such as having all positive notes in the school journal. However, some class trips are part of the curriculum and are different to 'reward trips'.

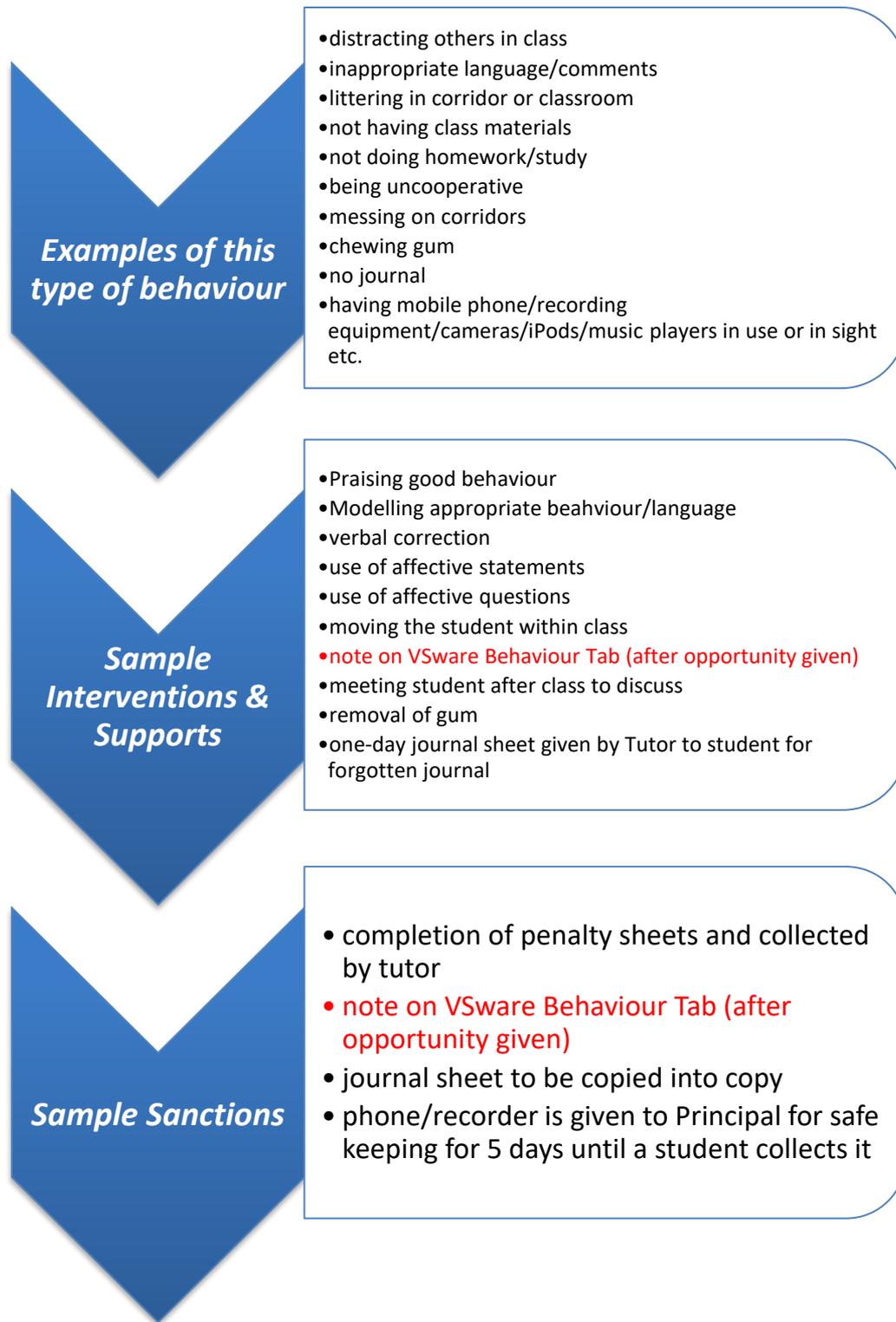
## **Section 3: Responses to Inappropriate Behaviour**

### *Interim Code of Positive Behaviour Sept 2020*

#### **Ladder of Intervention**

#### **Level 1; Low-Level Occasional Misbehaviour**

This misbehaviour is attended to routinely and effectively through the skills of the teacher in the classroom or on the corridor. Teachers keep records of the behaviour, sanctions given and they follow up to ensure it is completed. Teachers also record if the student adapted their behaviour after the sanction.



**Fig1. Level 1; Low-Level Occasional Misbehaviour**

**Note: Affective statements and affective questioning are both tools used in restorative practice. See Appendix A**

## **Use of Behaviour Tab on VShare**

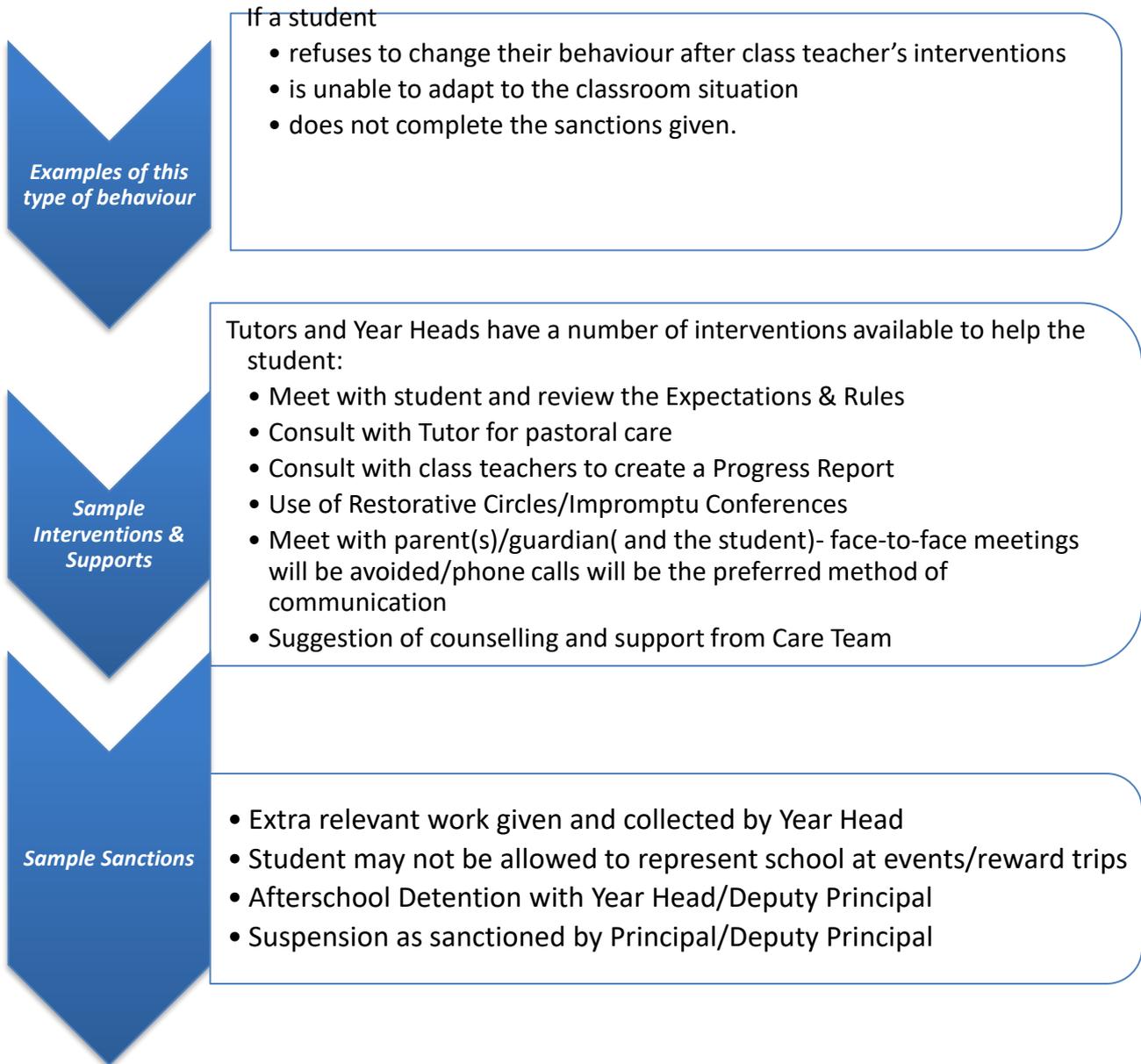
On occasion, a note may need to be made on the student's behaviour record on VShare to record matters such as continual unsatisfactory behavior/persistent, lack of homework/continuous lack of class materials without explanation. In this way, parents can help to support the student from home. Class tutors will regularly monitor their tutor class' behaviour records and may apply further sanctions as appropriate. Where a student gets three negative notes for disruption to teaching and learning on their behaviour record, they may be placed on Lunchtime Detention (LTD). Class tutors and Year Heads monitor the attendance at the LTD. **Tutor and Year Head discretion may be used.**

## **Student who does not submit homework on a regular basis**

1. Subject Teacher record incidents on VShare after an opportunity is given to the student to re-submit.
2. If subject teacher a pattern emerging, they will phone the parent of the student in question to identify solutions to the problem.
3. Further instances of lack of homework will be recorded on VShare.
4. If a tutor becomes aware of an emerging pattern of lack of homework across subject areas, tutors will make a phone call to the parent.

## **Level 2; For Repeated Low-Level Misbehaviours & Refusal to Adapt Behaviour**

The class teacher may consult with the Year Head and Tutor regarding the supports and interventions available for repeated misbehaviour. The aim of these interventions is to help the student develop the skills to enable them to return to the classroom without disturbing the teaching and learning taking place.



**Fig. 2 Level 2; For Repeated Low-level misbehaviours and refusal to adapt behaviour**

The class teacher may consult with the Year Head and Tutor regarding the supports and interventions available for repeated misbehaviour. The aim of these interventions is to help the student develop the skills to enable them to return to the classroom without disturbing the teaching and learning taking place.

**Note:**

Records of interventions, sanctions and contact with home are kept by the Year Head on the student’s file on VSware and feedback is provided to the class teacher and tutor. Parents/Guardians have a right to request an opportunity to view the records on file for their son/daughter at any time.

After the above interventions and sanctions, most students will respond, learn the skills for expected behaviour in Creagh College and adapt their behaviour. When any sanction is completed, the student is given the opportunity and support for a fresh start and although a record is kept, the same good behaviour is expected of this student as of all other students.

If a student fails to respond to all the supports and interventions that Creagh College has to offer and has been sanctioned with numerous suspensions, the Principal will be involved in a detailed review of the student's behavior.

## Notes on VSware

All tutors, subject teachers and Year Heads are encouraged to record a summary of all conversations/phone calls with parents in Notes on VSware- recording subject, decisions made and actions needed.

## Referrals

If a student's behaviour is out of line, as described above, the class teacher needs to fill in a referral form (forms found on VSware docs/Microsoft Teams and email the relevant Class Tutor (CT). The CT should inform/email the referring teacher to inform them what action was taken. On occasion the CT will need to discuss the issue with the YH or Senior Mgt. These referral forms are kept on file by the relevant YH. All escalations of behaviour to Class Tutor from a subject teacher should be accompanied by a referral form with added information/detail on incident.

## Lunchtime Detention (LTD)

There will be cases whereby detention will be used as a strategy to assist in improving the student's sense of responsibility: e.g. bad timekeeping, continuous unacceptable behavior detention is used parents/guardians will be notified through the VSware Behaviour Tab. Repeat offenders may be subject to further sanctions. Class Tutors count the number of negative comments in students' behaviour tabs on a specified morning each week. Students with three or more negative comments may be given a LTD. Any student may be placed in Lunchtime Detention twice per week.

LTD begins at the start of lunch and is for 20 minutes. It takes place in Room FF86. A Year Head supervises each LTD. They record students present at the LTD and emails this list to all Year Heads and Class Tutors.

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	Transition Year	5 <sup>th</sup> Year	6 <sup>th</sup> Year
12.40-1.00	MONDAY (Thursday)			THURSDAY (Monday)		THURSDAY (Monday)
1.20-1.40		FRIDAY (Tues, Weds)	WEDNESDAY (Tues, Fri)		TUESDAY (Weds, Fri)	

### Lunchtime Detention schedule

Lunchtime Detention is to be used sparingly this year. It is primarily to be used to discourage:

- Disruption to teaching and learning
- Persistent lateness to class.

Lunchtime Detention should not be used for:

- Parents not signing a student's journal
- Repeated lack of homework (see above)

### **Failure to attend LTD**

Failure to report for a LTD is a serious offence. Students are given two LTDs in its place. An extra LTD missed may result in the next level of our Code. Misbehaviour from a student whilst in LTD is a very serious breach of discipline. Students will be suspended for such offences.

### **Escalations/Referral to Year Head**

Tutors will assign/escalate concerns regarding students to the relevant Year Head. The Year Head will monitor escalations on VSware. They will liaise with the student in putting an improvement plan/ suitable sanctions in place. They will further liaise with senior management as appropriate.

### **After-School detention**

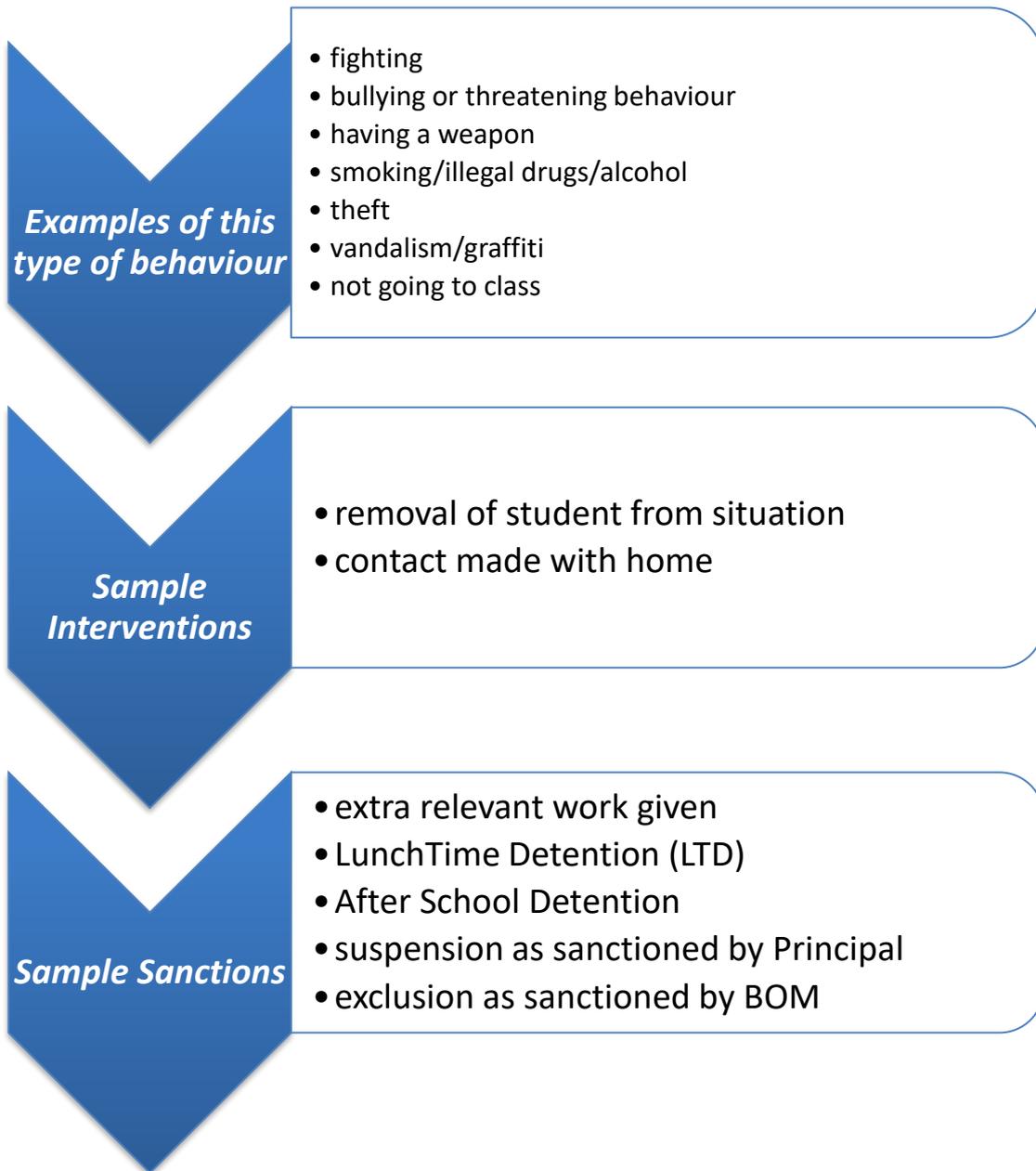
A Year Head, in consultation with Senior Management, may issue a 90 minute afterschool detention for breaches of our Code such as

- Smoking/vaping first offence
- Mitching
- Damage to school property (Cost of damage will be invoiced to parents/ guardians)
- Repeated failure to show up to Lunchtime Detention (LTD)

If a student fails to attend an After-School Detention, they may be suspended. A minimum of 24 hours' notice will be issued to students. Parents will be contacted to inform them of the breach of discipline and the sanction involved.

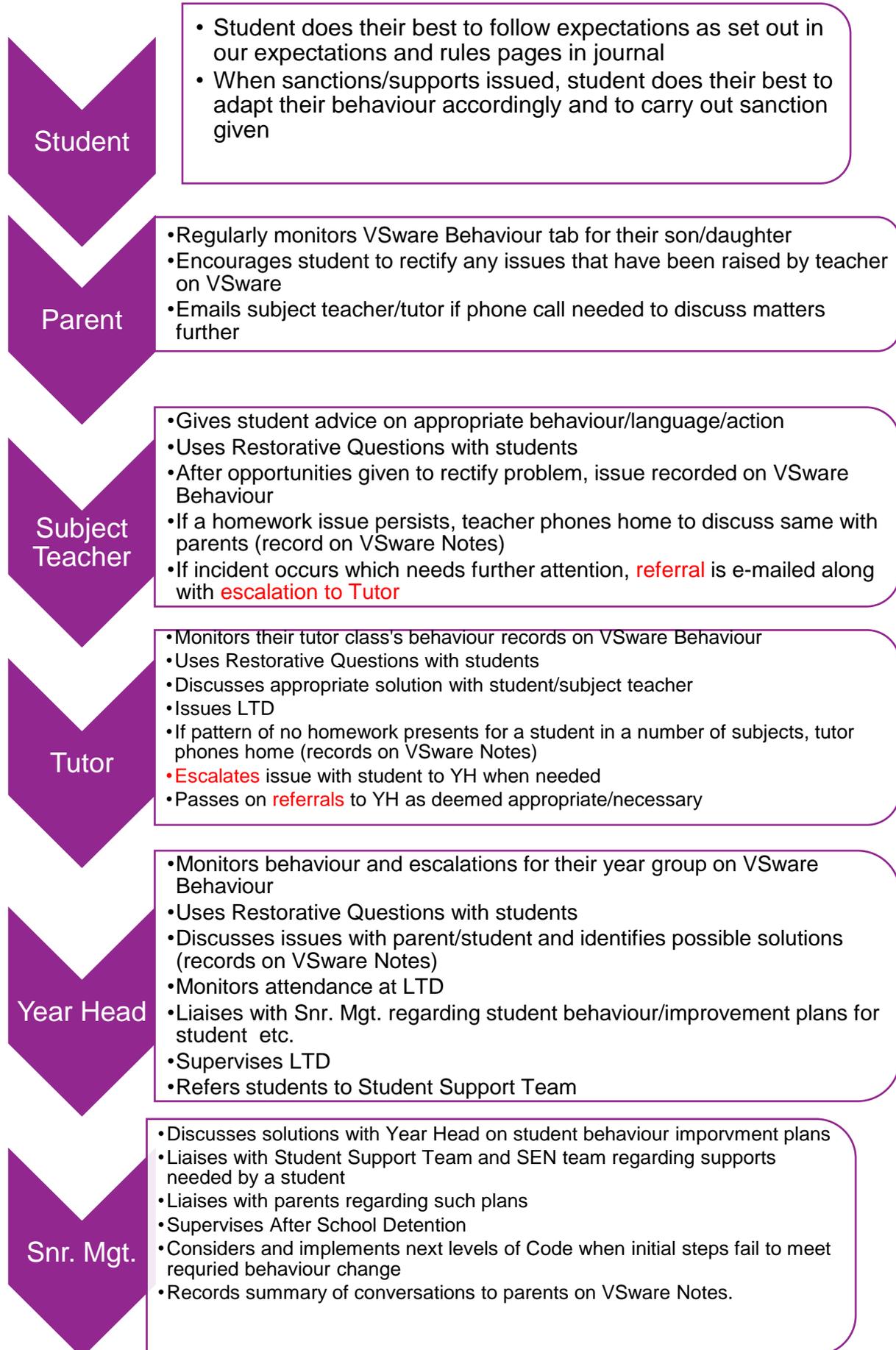
## **Level 3: Immediate Action for Inappropriate Behaviours**

Any behaviour that puts a student or staff member's safety at risk is immediately brought to the attention of the Year Head, Deputy Principal or Principal.



**Fig. 3 Immediate action for Inappropriate Behaviour**





## Suspension

### Definition

Suspension is defined as “requiring the student to absent himself/herself from the school for a specified, limited period of school days.” (*Developing a Code of Behaviour: Guidelines for Schools*, NEWB 2008)

### Authority to Suspend

The Board of Management has the authority to suspend a student. This authority is delegated to the college principal, and during periods of his unavailability or absence from the college, to the Deputy Principal.

The college principal in his/her role as Secretary to the Board of Management should regularly brief the board on the number and duration of suspensions and the reasons for their implementation.

### Grounds for Suspension

Typically, 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 damage to property.

Normally, other interventions will have been tried before suspension. These interventions may include:

- verbal reprimand and/or counselling as to the inappropriateness of the behaviour(s) concerned;
- lunchtime detention;
- ‘On Report’ (the student’s behaviour during every class period is recorded by each subject teacher, the student has daily lunchtime detentions);
- ‘On Red Report’ (a more serious level of ‘On report’ constituting a ‘final warning’);
- Referral to Guidance Counsellor;
- Referral to outside agencies e.g. FDYS;
- Meetings with parents to discuss issues;
- ‘Internal’ suspension (the student attends school but does not attend their normal classes).

A single incident of serious misconduct may be grounds for suspension. Such incidents may include:

- Fighting and/or assault;
- Extreme disrespectful language and/or attitude towards staff;
- Serious bullying;
- Smoking (except first offence);
- Truancy (except first offence);

- Misbehaviour whilst in lunch time detention;
- Refusal to comply with other interventions/sanctions.

## **Forms of suspension**

### **Immediate suspension**

The principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a threat to the safety of students or staff of the school, or any other person (including the student himself/herself).

### **Suspension during a state examination**

This sanction should only be used where there is:

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

The DES publication *Best Practice Guidelines concerning Certificate Examinations* may provide useful guidance for the college authorities.

### **'Automatic' suspension**

The following behaviours will automatically incur suspension unless the principal feels extenuating circumstances warrant leniency:

- Smoking in the vicinity of or within the college building or grounds (except first offence);
- Fighting or assault;
- Serious vandalism (cost of damage will be invoiced to parents/guardians);
- Use of foul language to a member of staff;
- Threatening or intimidating behaviour towards a member of staff;
- Possession of dangerous items, weapons or any other item which might harm the wellbeing of themselves or others;
- Truancy (except first offence).

### **Duration of suspension**

Suspensions will typically be for one to three days. Longer suspensions may be used in the most serious cases and with particular objectives in mind. Where such suspensions are considered they should only be implemented in consultation with, and with the agreement of, the Chairperson of the Board of Management and/or the CEO or EO of WWETB. Where a student has engaged with Restorative Practice in repairing the harm done, a more lenient suspension will ensue.

Suspensions for truancy and smoking for a second offence will be one day suspension, two days for a third offence and so on. Such suspensions would not typically exceed three days in duration.

Where more than one student is involved in an incident which leads to suspension for more than one student, suspensions of differing lengths may be implemented to distinguish between various levels of responsibility for the incident, e.g. a student who provokes a fight may receive a three-day suspension and the other party may receive a one or two day suspension.

### **Procedures in respect of suspensions**

When the decision to suspend a student has been reached, it is considered desirable to commence the suspension as soon as is reasonably possible. On occasion this may involve a parent collecting the student early from school on the day the decision is reached. If a parent is not in a position to collect a student early, the student may be withdrawn from class for the rest of the day. In such cases the next day will count as the first day of the suspension.

Where a recommendation to suspend a student is made during or after lunchtime, typically the matter will be dealt with the next college day.

When a student is to be suspended their parents will be contacted by phone and in writing to inform them of the suspension, its duration, and the behaviour(s) that have led to the suspension.

Students of Creagh College who are suspended are required to complete a "Suspension Penalty Sheet". Students will not be allowed return to class without submitting the completed penalty sheet.

On return to college, a suspended student should be accompanied by a parent/guardian and should meet with the Principal or Deputy Principal or Year Head as appropriate. At this meeting the completed penalty sheet should be submitted and the student and their parent(s)/guardian(s) will be reminded of the college's expectations as to their future conduct.

On return to college after a suspension, students will typically have a 'clean slate'. Students will not be 'On Report' unless there are particular reasons why it might be considered appropriate. Such reasons should be communicated to the student and their parent(s)/guardian(s) on their return to college, setting out clearly what is required of the student to be taken 'Off Report'.

Where a student is suspended for 6 days in an academic year, a sub-committee of the Board of Management may meet with the student and parent(s)/guardian(s) to discuss the student's future in the school.

## Appeals

Appeals may be made to the College Board of Management in relation to any suspension administered. Such an appeal should be made in writing to the Secretary of the Board of Management, Creagh College. Should such an appeal prove successful, the served suspension will be expunged from the student's disciplinary record.

## Expulsion

In Creagh College the most severe disciplinary sanction that may be imposed is expulsion, and its imposition is a reserved function of the Board of Management.

### What does expulsion mean in Creagh College?

A student is expelled from Creagh College when the Board of Management makes a decision to permanently exclude them, having complied with the provisions of the Education Welfare Act.

### Grounds for expulsion

Creagh College recognises that the expulsion of a student is a very serious step and will only be taken by the Board of Management in extreme cases of unacceptable behaviour. Normally a range of other interventions to address the misbehaviour will be tried before a decision to expel is made. These may include:

- Meeting with parents and the student to try to find ways to help the student to change his/ her behaviour.
- Making sure that the student understands the possible consequences of his/ her behaviour, if it should persist.
- Ensuring other possible options are tried.
- Seeking the support of outside agencies.

A decision to expel requires serious grounds such as:

- A student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- The student's continued presence in the school constitutes a significant threat to safety.
- The student is responsible for serious damage to property.

### Forms of expulsion in Creagh College

1. **Automatic expulsion:** The Board of Management may decide, as part of the college's policies, that particular named behaviours incur automatic expulsion as a sanction. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- A serious threat of violence against another student or member of staff.
- Actual violence or physical assault.

- Possession and/or use of illegal drugs in college or during a college activity
- Possession and use of dangerous items, weapons or any other item that could harm the wellbeing of themselves or others;
- Supplying illegal drugs, or other drugs, to other students in the college.
- Sexual assault.

In the case of automatic expulsion, due process and fair procedures will be followed by the Board of Management.

## **2. Expulsion as a consequence of a pattern of unacceptable behaviour.**

Expulsion is the ultimate sanction after

- (a) all disciplinary options under the Code of Positive Behaviour have been applied and documented and
- (b) when available appropriate services within the school and outside have either been offered or involved and
- (c) discussions with parent/s or guardian/s relating to the serious misbehaviour have taken place.

If the above fail to produce positive results then expulsion may be recommended by the Principal to the Board of Management.

### **Procedures in Respect of Expulsions**

#### **Step 1: A detailed investigation will be carried out by the Principal**

- Parents and students will be informed in writing about the details of the alleged serious misbehaviour and the proposed investigation.
- Parents and students will be given every opportunity, including meeting with the Principal, to respond to the complaint. If parents refuse to meet with the Principal, they will be invited to a rescheduled meeting and advised that the school authority has a duty to make a decision to respond to inappropriate behaviour.

#### **Step 2: A recommendation to the Board of Management by the Principal**

When the Principal makes a recommendation to the Board to consider expulsion, the Principal will:

- Inform the parents and the student that the Board of Management is being asked to consider expulsion.
- Ensure that the parents have records of the allegations against the student and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
- Provide the Board of Management with the records that are given to the parents.
- Notify the parents of the date of the hearing by the Board of Management and invite them to the hearing.
- Advise the parents that they can make a written and oral submission to the Board of Management and also that they may be accompanied at the hearing.
- Ensure that the parents have enough notice to allow them to prepare for the

hearing.

### **Step 3: Considerations by the Board of Management of the Principal's recommendations and the holding of a hearing**

It is the responsibility of the Board to ensure that the investigation is properly conducted. When the Board of Management decides to consider expulsion it will:

- Hold a hearing
- At the hearing the Principal, parents (or a student over 18 years of age) may 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 parents (or student over 18 years of age) can make a case for a lessening of the sanction. In the conduct of the hearing, the Board must take care to ensure that they are, and are seen to be, impartial. After both sides have been heard, the Board should ensure that the Principal and parents/student are not present for the Board's deliberations.

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

Having heard from all parties, it is the responsibility of the Board to decide whether or not the allegation is substantiated and, if so whether or not expulsion is the appropriate sanction. If the Board of Management decides to expel the student, it will:

- Notify the Educational Welfare Officer (EWO) in writing of its decision.
- Notify the Chief Executive Officer of The Waterford Wexford Education and Training Board in writing of its decision.
- Inform the parents (or student over 18 years of age) in writing of its decision.
- An expulsion will not take effect until 20 school days from the receipt of notice of the Board's decision by the Education Welfare Officer.

### **Step 5: Consultations arranged by the Educational Welfare Officer**

Within 20 days of receipt of a notification from the Board of Management of its decision that a student should be expelled, the Education Welfare Officer will

- Make all reasonable efforts to meet with the Principal, parents and the student, and anybody else who may be of assistance.
- Convene a meeting of those parties who agree to attend. These consultations may result in an agreement that would avoid expulsion, or it may focus on alternative educational possibilities.
- During the twenty day period the Board may decide to suspend the student, if his/her attendance in college may pose a threat either to the safety of other students and/or staff or is likely to significantly disrupt the teaching and learning process.

### **Step 6: Confirmation of the decision to expel**

When the 20 day period following notification to the EWO has elapsed, and where the

Board of Management is still of the view that the student should be expelled, the Board of Management should formally confirm the decision.

- Parents should be notified immediately that the expulsion will now proceed
- Parents and students should be told of their right to appeal the decision (see below) and supplied with the standard form on which to lodge an appeal.
- A formal record will be made of the decision to expel the student

## **Appeals**

A parent, or a student aged over 18 years, may appeal a decision to expel to The Waterford Wexford Education and Training Board. Should the Waterford Wexford Education and Training Board Appeal committee uphold the decision to expel, a parent (or a student over 18 years of age), may make a further appeal to the Secretary General of the Department of Education and Skills (Education Act 1998 section 29). An appeal may also be brought by the EWO on behalf of the student.

# **Appendices**

## Appendix I Suggested Ladder of Sanctions

There will be times when sanctions will be needed for students, in spite of interventions and supports offered to them, by subject teachers, tutors etc. The list below should be seen as a last resort and not a desired destination for any student.

<b><i>Suggested sanction</i></b>	<b><i>Who is responsible?</i></b>
<b>In-class sanctions:</b> Extra work etc.	<b>Class teacher</b>
<b>Note in student's journal</b>	<b>Class teacher/tutor/staff member</b>
<b>Phone call home</b>	<b>Subject teacher</b> (in consultation with Tutor)
<b>Lunchtime Detention (LTD)</b> Three notes in student's journal	<b>Tutor/Year Head</b>
<b>Green Report</b> Student is placed on Green Report in order to support them in making better decisions regarding homework, punctuality etc. NO LTD needed. Daily Parental signature required.	<b>Tutor</b>
<b>Yellow Report</b> Student is placed on Yellow Report when their behaviour hasn't changed following other sanctions. Students must attend daily LTD. Penalty sheets to be handed up to tutor following morning. Daily Parental signature required.	<b>Tutor</b> (in consultation with YH)
<b>Red Report</b> Student is placed on Red report if they misbehave while on Yellow Report or a serious breach of discipline. Students must attend daily LTD. Penalty sheets to be handed up to tutor following morning.	<b>Year Head</b> (in consultation with Deputy Principal (DP))

Daily Parental signature required.	
<b>After school Detention</b> <ul style="list-style-type: none"> <li>• First offence mitching</li> <li>• First offence smoking</li> <li>• Minor damage to school property</li> </ul>	<b>YH in consultation with Deputy Principal</b>
<b>Internal suspension</b> On very rare occasions, a student may be placed on internal suspension.	<b>YH/Deputy Principal</b>
<b>Suspension</b> Student and guardian to meet with DP and any other relevant staff member/s: Tutor/YH/Class teacher following suspension in early morning Restorative Meeting (Based on Restorative questions below)*.	<b>Deputy Principal (DP)/Principal (P)</b>
<b>Expulsion</b>	<b>Board of Management in consultation with Senior Management and WWETB</b>

<p><b>*Restorative Questions:</b></p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking of at the time?</li> <li>3. What have you thought about it since?</li> <li>4. Who has been affected and in what way?</li> <li>5. How could things have been done differently?</li> <li>6. What do you think needs to happen next?</li> </ol>
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## Appendix II Restorative Practice in Creagh College

Creagh College is embarking on the introduction Restorative Practices within a professional learning community in our school. All staff were given an introductory session into the use of RP in their classroom practices. Currently, a group of teachers are meeting on a voluntary basis, one day per week, to use some of the tools outlined below and to support each other in its introduction.

Restorative Practice (RP) is an approach to managing behaviour that is based around three basic concepts

- That when an incident (or wrongdoing) occurs, the focus is on the harm that has been done to people and relationships
- When harm has been done, it creates obligations, liabilities and responsibilities for all parties
- When moving forward wrongdoers, victims and the school community are all part of the effort to heal the harm and put things right so that all involved can move forward in a constructive way.

A restorative approach to behaviour management...

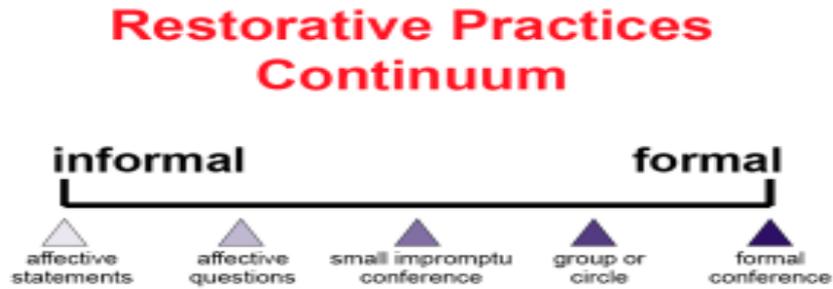
- demands that we think about what happens in terms of the negative impacts which impact on people and relationships. i.e. who is affected by the incident/behaviour and how their needs might be met in the aftermath of the incident;
- provides an opportunity for open dialogue where the offender gains a real insight into the impact of his/her behaviour on others and gives an opportunity for the offending student to repair the resulting harm;
- allows those affected to confront the offending student, to voice their feelings safely and be part of the decision-making process to restoring a comfortable and safe learning environment thus minimising the potential for further inappropriate behavior;
- involves family and significant others to increase their accountability;
- provides the school community with an appropriate response following disruptive and serious incidents.

<b>Traditional Discipline</b>	<b>Restorative Approach</b>
Viewed in terms of rule-breaking	Viewed in terms of harm done to individuals
Focus on establishing blame or guilt	Focus on establishing responsibility and way forward
Authority figure with power to decide on penalty	Dialogue involving all parties in the incident
Accountability=getting punished	Accountability = working to put things right
Punishment to deter	Repair, apology and reparation
The needs of those affected are often ignored	The unmet needs behind the behaviour are addressed
Wrong doer feels hard done by and bitter	Wrongdoer has opportunity to face up to poor decisions
Victim has no involvement and feels powerless	Victim has involvement in process and contribution to outcome
Resentment, denial, anger, fear, revenge are common feelings during and after process.	Empowerment, honesty, openness, opportunity to move on, peace of mind after process.

### **Target outcomes of Restorative Practices**

- The victim is able to feel safe again.
- The focus is on harm to people and acceptable behaviours. This reduces the likelihood of blame or denial.
- The wrongdoer and his family are more likely to accept responsibility for what has happened.
- The wrongdoer will develop a greater empathy from the experience and is less likely to re-offend as a result.
- The offending student will be reintegrated into the wider school community.
- Relationships are restored to ensure that all those within the school experience a positive and equitable environment.

## Restorative Practices Continuum – Tools for use in Creagh College



### A. Affective Statements - Restorative Conversations – express feelings, promote empathy

Affective Statements are brief comments about how others were impacted by the person's behaviour. These statements can be positive or negative. Examples:

- "I was disappointed by that behaviour John"
- "I am frustrated that I cannot teach my class because of your actions, I feel my work has been wasted"
- "Your actions have really helped me to teach a great class today"

Follow up with "What do you think about what I have just said"?

### B. Affective Questions - Restorative Conversations – determine events and effects

#### Restorative Questions:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?

### C. Impromptu Conferences – bringing small groups together to talk about an incident, its impact and what to do next

These bring a few people together to talk about an incident. You use the affective questions above allows each person to speak. E.g. a Year Head might be trying to sort out an issue between a teacher and a student. It could be a small group of

students and the issue is concerning but hasn't escalated yet. Their tutor might step in as a preventative measure.

**D. Restorative Circles – build relationships and solve problems – facilitating everyone to have their say in what should happen next**

Using a circle promotes connectivity and can be used simply as a “check-in” process or to discuss in more detail an incident which aims to build the relationships and solve the problem. Everyone in the circle has a chance to speak and input in to what should happen next.

**E. Restorative Conferences – formal, structured process which brings together victim, offender and their supporters . Training is needed for this practice and it involves a lot of preparation on all sides. Each participant is asked the affective questions as stated above.**

## Appendix 4

### Health and Safety Control of COVID-19 Policy for Students

#### Creagh College

##### 1. Introduction

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

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

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

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

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

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

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

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

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

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

#### Standards of behaviour expected of students

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

- maintaining a social distance of at least 1 metre and where possible, 2 metres from other students and staff.
- wearing a face covering. All students in post-primary schools are required to wear a face covering, subject to a limited number of exceptions set out in relevant Department of Education guidance. Face coverings must not contain any slogans//logos/images that may cause upset or be deemed offensive to any member of the school community.
- performing hand hygiene with a hand sanitiser on entering the school.
- repeating hand-hygiene at regular intervals throughout the school day and when directed by school staff.
- maintaining good respiratory hygiene. In this regard students should:
  - cover nose/mouth with a tissue when coughing/sneezing and dispose of used tissue in waste bin and perform hand hygiene.
  - cough or sneeze into the inner elbow (upper sleeve) rather than into the hand, if no tissues are available.
  - keep contaminated hands away from the eyes and nose.
  - carry out hand hygiene after contact with respiratory secretions and contaminated objects/materials.
  - not spit or deliberately cough or sneeze at or towards any other person in the school
  - 
  -
- not sharing materials or stationery, such as pens, calculators, rulers, *etc.* with other students.
- not attending school for 14 days after returning from travel out of the country in line with Government guidelines for travel.
- not attending school if displaying COVID-19 like symptoms and remaining out of school for such period as is required in accordance with HSE/GP advice.
- not attending school where tested positive for COVID-19 and remaining out of school for such period as is required in accordance with HSE/GP advice.
- not attending school if identified by the HSE as a close contact of a confirmed case of COVID-19 and remaining out of school for such period as is required in accordance with HSE/GP advice.
- not attending school if a member of the student's household is displaying COVID-19 symptoms and remaining out of school for such period as is required in accordance with HSE/GP advice.
- telling a teacher or other member of staff where a student feels unwell at school. In that regard:
  - the student will require to be collected from the school as soon as possible by a parent/guardian or a person designated by the parent/guardian for such purpose.
  - parents must ensure that the school has up-to-date contact details so that they can be contacted by the school if required.

- complying with any other such directions as advised by the DES and/or HSE and keeping the school informed.

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

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

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

Should an alleged breach of the Code of Positive Behaviour occur, actions taken, or sanctions imposed will be proportionate to the nature, seriousness, and context of the behaviour, in accordance with the procedures and processes outlined therein.

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