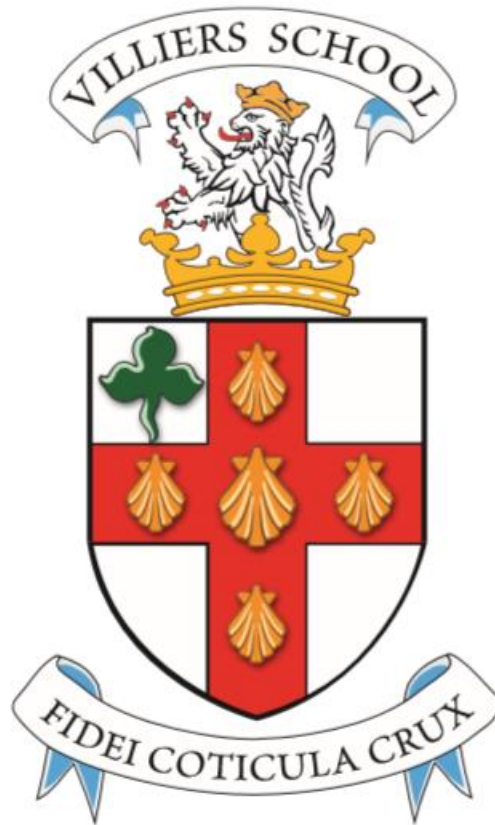


Villiers School

Code of Behaviour



2024-2025

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1. School Ethos

The philosophy of this School is such that it supports and endeavours to accommodate the right of the student to learn in an educationally conducive environment, regardless of innate ability, family or social circumstances, or religious affiliation or none. Villiers endeavours to ensure that the educational, emotional, spiritual, psychological, and moral welfare of each individual student is provided for, always encouraging the co-operation and assistance of the parents and guardians of the student. This is in keeping with the tradition of the School as founded under the will of Hannah Villiers (1821). Such aspirations are reflected in the structures and order of the School and are safeguarded by a Board of Governors nominated by the local Church of Ireland and Presbyterian and Methodist Churches and overseen by the Board of Management.

What follows are guidelines which provide a framework to ensure that each student's behaviour is in keeping with the best traditions of the School and is beneficial for them /and the other members of the School community.

2. Remit

The policy aims to facilitate the effective working of the whole School community. It aims to facilitate effective learning in the classroom. It proposes a system of discipline which is just, consistent, and respectful of the rights of every individual within the School community. It realises that the rights of every individual must be viewed in the context of a wider School community. It aims to find an equitable balance between the rights/needs of the individual on the one hand and the rights/needs of the whole community on the other. It is designed to encourage self-discipline, mutual respect, and a sense of responsibility, to improve the experience of every individual within the Villiers community.

3. Scope

This policy is concerned with the following areas:

- Behaviour within the classroom.
- Behaviour within the School buildings: classrooms; offices; corridors; recreational areas; toilet facilities; public areas, etc.
- Behaviour while on campus.
- Behaviour while involved in extra-curricular/ School-related activities, on or off campus.
- Any behaviour inside or outside School that damages the School's standing or interferes with the effective working of the School.
- Any behaviour that is detrimental to other students.
- Any behaviour that undermines School discipline and good order in any respect.
- Any behaviour that is detrimental to the safety of any individual.

4. Aims

The Code of Behaviour aims to achieve the following:

1. To accustom students to sound habits of positive behaviour in their formative years so that they will grow up to be good citizens and useful and valued members of society.
2. To encourage an awareness of the importance of self-discipline and its contribution to the development of self-respect for the rights, freedom, and property of others.
3. To help students develop a sense of responsibility and honesty whereby each student will feel it is their duty to ensure that the behaviour of all reflects the traditions of the community that is Villiers.
4. To engender attitudes and actions which will enhance the community life of all members of Villiers.
5. To foster good order throughout the School and respect for the environment.
6. To involve and encourage co-operation with parents and guardians in the support of the guidelines and the operation of sanctions.
7. To promote understanding and acceptance of the rules governing behaviour within the School.

Since the guidelines are not repressive, it is hoped that our students, when they leave School, will be young people of integrity.

5. General Conduct

All members of the Villiers Community; students, teachers, staff and parents and guardians, should treat each other with respect, good manners, and courtesy always, both verbally and physically. They should address each other politely and remember that bad language is prohibited.

Normal rules of courtesy apply when opening doors, entering, and leaving rooms, when visitors enter the room, and in moving from classroom to classroom. In Villiers, students should stand when teachers, visitors and other staff members enter the room.

Villiers School has an obligation to provide, to the best of its ability, a safe environment for all our students. We believe students need a certain amount of personal freedom to encourage and foster independence and responsibility and furthermore it is impossible to always supervise and monitor all students. We expect that all students adhere to a standard of acceptable and respectful behaviour, whether in the presence of a member of staff, or not.

Most untoward incidents happen outside of class time. We are fortunate to have strong staff presence outside class time as many teachers are involved in afternoon and extra- curricular activities. Additionally, we have a boarding staff and staff members who reside on the campus, however constant, incessant supervision, and monitoring of all students always is neither possible nor desirable.

6. School Uniform and Appearance

The School uniform provides each student with a Villiers identity, and it should be worn correctly and with pride. All clothing should be clean, neat, fit well and be in good condition. Uniform should be worn in School, on School trips and on School occasions. The School reserves the right to require students to wear replacement uniform or to send the student home where the appearance of a student is deemed unacceptable.

Boarders and Day Boarders are permitted to wear their own clothes from a specified time each evening; however, an acceptable standard of dress must be maintained.

Students are responsible for ensuring that all items of uniform and clothing are clearly named.

Students are required to be clean and hygienic in person. Hair should be clean and tidy in a style acceptable to the School.

It is a requirement that parents and students are familiar with and adhere to the School Uniform Policy and Dress Code¹.

(¹Available in the School Office and on the School website)

7. Student Health

Medical information is kept on file on all students and should be updated by parents and guardians as necessary. Students who become ill or injured while under the School's supervision must notify their teacher before reporting to the Nurse on Duty. No one may go home due to illness without receiving permission from the Nurse. In the event of the nurse being unavailable, students must seek permission from their Form Tutor, Year Head, or the Deputy Head. In every instance the School will attempt to contact parents and guardians before a student is sent home. However, in an emergency, the School is recognised as being "in loco parentis" and will take whatever action is considered appropriate for the good of the student and will endeavour to advise the parents and guardians as soon as possible.

Parents and guardians should not send any student to School when there is a danger that they may spread an infectious or contagious disease.

Being under the influence of cigarette and all smoking related products, alcoholic drinks or prohibited substances is expressly forbidden on School property, on School outings, or during the time of any School activity. This ban includes vapes and all vaping related products. Knowingly being in the company of people using any of the above substances is a breach of School rules and may be subject to the same sanctions.

Full details of Villiers Policy and Procedure on Substance abuse and/or Possession policy is given in Appendix (i).

8. Student Safety

Every member of the School community has a responsibility to take the greatest care in avoiding accidents or putting others at risk by thoughtless behaviour.

Transport

Students should exercise great care and responsibility in all areas of the School grounds, arriving to and leaving School, and on School transport. While waiting for lifts, including buses, students should stand on the pavement but should not block the view for motorists at the gate. The pedestrian gates, not the main gate, should be used by all on foot. Due courtesy and consideration must be shown to members of the public using the road and pavements adjacent to the School.

Cars and motorbikes driven by students are to be used solely for travelling to and from School at the beginning and end of the School day and may not be accessed during the school day or in the evening and weekend time for boarding students. Cars and motorbikes are not for use on the School grounds and must remain parked in a designated area. There is a limited amount of parking available on campus, and students are not guaranteed a parking place, nor should they expect the same. Students who drive must apply to the school office to be allocated a parking place within school grounds, and if a place is available, they may only park in their designated place and must display their parking permit in their car. Parking places may be revoked and withdrawn at any time, and priority is always given to members of staff and others, at the discretion of school management. For safety and security reasons students in Form VI and Boarding Form VI students will be given priority over other students when applying for a parking space.

Student drivers are not permitted to carry passengers on School grounds and must exercise due care on entering and leaving the School premises. Parents and guardians should inform the School via email (to info@villiers-school.com) if their student is driving themselves to School and wishes to park on school grounds. Parents and

guardians may be contacted if a student is in breach of any of the above and permission to drive and / or park on School grounds may be withdrawn.

Out of Bounds

Certain School buildings (apart from designated areas) are out of bounds during short and long breaks and after School. The electric rooms, boiler houses, oil tanks and gas valves are always out of bounds. Other areas may also be designated as out of bounds from time to time.

Specialist classrooms (laboratories, technical graphics, computer room, art room, home economics room, music room, etc.) are to be used only in the presence of a teacher. When in specialist areas, due regard must be shown for rules and safety procedures required by members of staff, as safety may be at risk if behaviour is irresponsible.

Movement and safety

Movement throughout the School should be in an orderly fashion. Students are required to use designated doors, and to assemble in an orderly manner in the social area assigned for assembly at appointed times. Students are required to remain quiet outside classrooms until admitted by a teacher or member of staff. At all times students are required to walk in the corridors and avoid running, pushing, shouting, loitering, or creating a disturbance.

Students must acquaint themselves with safety procedures. Alarms should be always taken seriously, and students are expected to follow instructions from staff, evacuate buildings when told to do so and assemble at the designated assembly points.

Any student who becomes aware of any unusual dangers or damage to safety equipment should bring this to the attention of a member of staff.

All unknown visitors should be avoided, and students should immediately report suspicious individuals/intruders to the School office or to staff members on duty.

9. Care for the Physical Environment

Care for the Villiers environment is the responsibility of all members of the community. All School property, including the inside and outside of buildings, should be treated respectfully, and students must make good any damage to such property caused by deliberate neglect. All damage, accidental or willful, committed, witnessed, or found by any individual, must be reported at once to a prefect or member of staff.

Villiers School expects students to take pride in the appearance of buildings and grounds. The area at the rear of the School is the area for outdoor games. Trees, plants, and non-living features of the grounds are to be protected from behaviour and activity which may cause injury or damage. Climbing trees, walls, railings, gates, etc. is not permitted.

Eating is permissible only in the designated areas. We endeavour to keep buildings and grounds free of litter and all litter should be placed in bins. A world free of litter is the responsibility of all, even if one has not been directly guilty of dropping it. Students are encouraged to place any items of litter they encounter into bins.

Correcting fluid and chewing gum are forbidden because of the damage they may do to surfaces, furniture, clothing, and shoes.

10. Care for Property

Respect for the property of others is one mark of a responsible person. While the School cannot accept responsibility for the loss or damage of students' property, Villiers School endeavours to maintain a safe environment for every person and their property.

When a student's property has been lost or damaged it should be reported at once to a member of staff. Parents and guardians are advised to ensure that all personal possessions, such as uniform, books, equipment, sports gear etc. is clearly labelled.

The School endeavours to provide each student with a locker. It should be kept tidy and always locked. Students may go to their lockers at times specified in the Senior Student Handbook and Junior School Diary.

Students are discouraged from bringing valuables and money to School. If they must be brought to School, they should be locked in the student's locker. Nothing valuable should be left unattended anywhere in the School, including in changing rooms, on bag racks, or lying around in School bags.

11. Attendance and Punctuality

All students should acquire good habits of punctuality and arrive in School in good time each morning (8.45 a.m. at the latest). It is expected that parents and guardians will co-operate with the School in ensuring that their students attend punctually and regularly, except when prevented by illness or family emergency.

In 2024 the school introduced Tyro, a new management platform, with enhanced functionality in the monitoring of attendance. A notification on Tyro, or, where necessary an email explanation of each absence or lateness must be sent by parents and guardians to the School Office. Students who arrive late for any reason should report to the School office immediately on arrival. The school will endeavour to use Tyro to communicate any unexplained absences to parents and guardians.

Students must remain within the School campus during School hours and may leave the campus with the prior permission of the Head of School, Deputy Head of School, or the Teacher on Duty. Written permission is required from parents and guardians if a student is to be allowed home at lunchtime.

Every effort should be made to avoid external appointments for students during School hours (including games afternoons). To obtain permission to leave School early, a Tyro notification, an email or phone call is required from a parent or guardian of the student. Unless the student is a boarder or day boarder or in attendance for an after-School activity, remaining on the School premises after 4 p.m. is not permitted, unless permission is granted by the Head of School or Deputy Head of School.

All students with permission to leave the school must sign out with the office, or with the teacher on duty, or house parent on duty.

12. The Learning Environment

Each student has a responsibility for maintaining a high level of good personal behaviour and cooperation. Punctual and prompt arrival to class, supervised study, prep on time, and organisation of books and materials, completion of class and homework and the acceptance of instructions issued by members of staff, contribute to a positive learning environment, and are required of each student.

The environment in the classrooms and study rooms should balance between open communication amongst students and staff members, and a disciplined atmosphere in which maximum learning can take place. However, the staff member may limit the level of debate and discussion to ensure that the objectives of the lesson and / or study session are achieved.

Each student is to use the desk and chair assigned to them by the teacher. Students are to remain in the classroom throughout a class or study period throughout the designated timeframe, except in exceptional circumstances and with the teacher or relevant staff member's permission. At no times should a student interfere with any of the property, including posters or any other materials left in the classroom.

Disruptive behaviour which interferes with teachers' teaching and / or students' learning cannot be accepted and may result in the student's removal from the class on a short-term or long-term basis.

13. Classwork and Homework

Students are expected to participate actively in the education process, always working to the best of their ability, to become both independent and collaborative learners.

All assignments should be completed on time. Written work should be presented neatly and in accordance with each teacher's specific instructions. Homework is regarded as an essential part of a student's commitments and is set accordingly. Each student is required to have, and use, a journal to record written and memory homework.

Homework involves:

- (a) A thorough review of work covered in class.
- (b) Set written and oral work
- (c) Revision
- (d) Research

The minimum time expected to be spent at homework each evening is as follows:

Form I: 1 1/2 hours

Form II: 2 hours

Form III: 2 – 2 1/2 hours

Form IV: 2 hours

Senior Cycle: 2 1/2 - 3 hours

14. Learning beyond the Classroom

Extra-curricular activities are an integral part of a balanced education and therefore students are required to participate in our core sports hockey and rugby in Forms I and II and in at least one sport thereafter. Students who, for health or other reasons, are prevented from doing so, must provide a note or email from their parents and guardians to that effect.

Students are also expected to participate in at least one extra-curricular activity (music, choir, clubs etc.) Form I students are encouraged to do this through their participation in the Governors' Award. Please see our Extra-Curricular Activities Policy for further information.

Written permission from parents and guardians may be required before students can participate in School trips and outings. When on School trips and outings members of the Villiers community are always expected to maintain high standards of consideration for others. Please see our Trips Away Policy for further information.

School rules and standards of dress (uniform or other appropriate clothing as specified by those in charge) must be observed on all occasions. Future trips are dependent on the individual's co-operation.

15. Respect for Others

Unwanted negative behaviour, verbal, psychological or physical, by an individual or group against another person (or persons) is absolutely forbidden. This applies to all members of the Villiers community, including staff and students. This applies whether on the school grounds or outside of them, online or in person. This also includes direct discrimination, microaggressions, exclusion, bullying or discriminatory gestures, physical aggression, damage to another's property, extortion, intimidation, isolation, name calling, taunting.

It is everyone's responsibility to ensure that harassment is not tolerated or accepted. Any member of the Villiers community who witnesses or experiences any incident of unwanted negative behaviour has a responsibility to notify a Prefect or staff member.

The sharing of explicit images of students or text about students is an unacceptable and absolutely prohibited behavior, with serious sanctions for those involved. The school will be obliged to follow due process and fair procedures, this includes referral of the matter to Tusla and reporting to An Garda Síochána.

Persistent negative behaviour towards an individual or group of individuals is bullying behaviour. For further details on this type of behaviour please see Villiers Anti-Bullying Policy.

In May 2023, Villiers School introduced an online reporting form so that students may easily report an incident of unwanted or unkind behaviour, which they have been subjected to, or observed. This online form aims to:

- Ensure that all incidents of unwanted or unkind behaviour are reported and dealt with appropriately, thereby fostering an inclusive and just school culture
- Ensure that appropriate supports are put in place for persons who have been subjected to unwanted or unkind behaviour
- Ensure that appropriate sanctions and learning opportunities are put in place for students who have committed or supported acts of unwanted or unkind behaviour
- Enable the school to collate data on the nature and type of unwanted or unkind behaviours including discriminatory behaviours as identified in the Equal Status Acts 2000-2018, and plan interventions aims to prevent these from recurring.

This reporting system was reviewed during the 2023 - 2024 academic year.

Action Points

- to encourage and support its use and the subsequent analysis of data
- to continue review in the 2024-2025 academic year

16. Electronic Devices

Possession of mobile phones in School is not allowed at any time during the School Day or in the afternoon and evening, unless students are requested to do so, for the purposes of teaching and learning, by a member of staff, while under their supervision. Students, on occasion, may need to contact home, this can be done through the School office.

If day students need to bring a mobile phone or any other electronic equipment to School, they must store same in their locker immediately on arrival in School.

If a day student wishes to use an electronic device for study purposes, permission must first be sought from the Head of School.

Boarders are permitted to bring mobile phones to School; however, hours of use are restricted. Boarders may use their mobile phones in the half hour after their prep time finishes (add on 15 minutes if this coincides with supper). Mobile phones must be stored securely in a locker at all other times.

If an international boarder needs to use their phone at a time other than the above, because of time zone differences, they must first have permission from the Head of School.

The Boarding House Parents may withdraw permission to use electronic devices in the Boarding Houses.

To clarify: possession of mobile phones at any time during the School Day is forbidden for all students, unless express, individual permission is given on a once off basis, by a member of staff, usually to facilitate classroom-based learning activities.

Any breach of this rule will result in the phone being confiscated immediately. Confiscated phones are returned on Friday evenings or later at the discretion of Head of School and / or Deputy Head of School.

For full details on responsible use of technology please refer to Villiers Acceptable Use Policy.

17. Pastoral Care and Special Considerations

Students should feel free to approach members of staff or prefects for help and advice at any time. Any students having needs or experiencing fears or anxieties should inform their parents and guardians and where appropriate inform the Form Tutor, Year Head, Nurse, Counsellor, Deputy Head of School, Head of School, or any staff member with whom they feel comfortable. The School endeavors to respond to these matters in a sensitive manner, and in accordance with current protection legislation and the Villiers Child Safeguarding Policy.

A **Guidance Counselling Service** provides a three-fold programme, which seeks to render assistance to each student in these areas.

- **Personal and Social Guidance.** This involves providing students with services, such as counselling (individual, group, and peer), to provide the opportunity to participate in personal and social guidance workshops which focus on important life skills such as decision making, planning and goal setting. Students' personal and social development is also encouraged through programmes such as the pastoral care programme, SPHE, wellbeing programme and the Social and Health module in TY.
- **Educational Guidance:** Students will be exposed to various educational services (for example: one-to-one tutoring on effective study skills) and will have educational guidance workshops on motivation and learning, subject choice, study skills and examination techniques.
- **Career Guidance:** Students will have access to information which is appropriate for their vocational development.

18. Understanding and Acceptance of this Code of Behaviour

This policy should be read in conjunction with all other school policies, and particularly those listed below:

Anti-Bullying Policy

Child Safeguarding Statement and Risk Analysis

Inclusion Policy

Anti-Racism Policy

Health and Safety Policy

Acceptable Usage Policy

IT Policy

SEN Policy

The School welcomes views as to how the Code of Behaviour might be improved. The Code of Behaviour and all school policies are in keeping with the guidelines set out by the Department of Education and relevant legislation. While the Code of Behaviour and school policies will be reviewed and revised as necessary, this published Code is deemed to be accepted by parents and guardians of all students entering Villiers. This latest published edition supersedes all previous editions.

19. Review

Villiers School recognises the importance of regular evaluation of this Code of Behaviour to consider the ever-changing nature of education. The system of discipline will be reviewed and evaluated on a regular basis. All reviews will endeavour to be cognisant of legal requirements. The School welcomes input from any of the School partners into the process of evaluation.

Date of review: 9th May 2024

Date of next review May 2025

Signed:

Handwritten signature in blue ink

Head of School

Handwritten signature in black ink

Chairperson of Board of Management

APPENDIX (i) Substance Abuse and/or Possession and/or Supply Policy

1.1. Student-centred approach

It is the policy of Villiers School to respond firmly and in a student-centred manner to any incident involving the abuse and/or possession and/or supply of illegal substances or solvents. In co-operation with parents and guardians, the School will make use of best practices in the areas of education, development, guidance, and student-support to prevent abuse tendencies. The policy is designed to protect the safety of the whole community and the needs of the individual are considered in the context of the entire School community. The purpose of this written Policy and Procedure is to ensure that all members of the School community, including parents, have a full understanding of the Villiers position in this area.

1.2. Firm corrective, remedial and preventive action.

In all cases where abuses of illegal substances are suspected or clearly identified, firm corrective, remedial and preventive action will be taken.

The spirit underlying this action will be to:

- a. Protect other students in the School.
- b. Minimise the impact on the health and safety of the student concerned.
- c. Try to limit impact on the student's educational development.
- d. Comply with legal requirements.
- e. Develop a holistic approach that recognises the need to enhance
 - Self esteem
 - Self-awareness
 - Assertiveness (the ability and confidence to say no) among the student body.

1.3. Scope

Possession, and supply and/or abuse and/or supply or in the company of those involved with the following substances:

- Tobacco and smoking related products (including all forms of vapes and related products)
- Alcohol
- Illegal Drugs
- Solvents and Aerosols
- Misuse of prescription medication

To be knowingly in the company of someone abusing any of the above substances may be considered as serious a breach of the Code of Behaviour as the person abusing substances.

Procedure

2.1 “Main Initiative” (Awareness and Prevention)

A “Main Initiative” depending on circumstances, availability of resources etc. will take place, embracing students, their parents and guardians, and the staff of the School. It is anticipated that it will consist of some or all the following activities:

- Lectures, talks and information sessions
- Health Board Presentation
- Film / Theatre Presentation

2.2 Complementary programme for Students

Focused Initiatives for specific Forms

- Forms I, II and III will be assisted in addressing the topic through C.S.P.E, S.P.H.E. and Wellbeing
- Form IV – the Transition year “Social and Health” Programme.
- Forms V and VI – A tailored programme, including specialist speakers, may focus on the areas of perceived stress and the resulting temptation to abuse drugs for relaxation and ‘hyper-focusing’.

2.3 Complementary Programme for School Staff

Specialist Speaker(s)

(As for Forms V & VI) A tailored programme, including specialist speakers may focus on the areas of perceived stress among students and the resulting temptation to abuse drugs for relaxation and 'hyper-focusing.'

Cross-curricular initiatives

Staff in all subject-areas will be asked to consider the cross-curricula implications of both the “Main Initiative” and Complementary Programmes.

Complementary programme for parents.

3.1 Drawing on Existing Support Systems within the School

There are several contact points of long standing within the overall School community. These can be used, as appropriate, as initial contact points for communicating concerns and seeking information. They will operate, as in other aspects of their roles, in a suitably sensitive manner. This resource group is made up of: Year Heads, Form Tutors, Counsellor, Nurses, Prefects and Boarding Staff.

3.2 Encouraging students to make use of Existing Support Systems.

In accordance with the stated policy of sympathetic and decisive support for students in difficulty in this area, the School will make every effort to encourage students to share concerns in relation to substance abuse.

An open-door policy means that it is the ideal that any student should feel able to discuss their concerns with any member of staff. However, it should be recognised that, within the wider body, the Year Heads, Form Tutors, Counsellor, Nurses, and Prefects are the officially designated points of contact. Through such contacts, it is intended that remedial action be taken, and appropriate assistance be given at the earliest possible opportunity.

As part of our commitment to prevent the usage of banned substances, it is strictly forbidden, always and without exception, for there to be more than one student per toilet cubicle anywhere on campus, or on any school related activity. Failure to comply with this causes automatic concern and suspicion in relation to compliance with school expectations for student conduct.

Specific actions in the event of incidents of abuse or possession of banned substances.

Irrespective of the banned substance, the School's policy is to inform parents and guardians immediately upon becoming aware of any incident of either possession or abuse. In parallel with this, where appropriate, the School will endeavour to provide immediate, direct pastoral support to the student concerned.

4.1 Principal Aim of initial contacts with student(s) and parents and guardians.

In accordance with the Policy clearly stated in Section 1 above, the principal aim of these meetings is to minimise:

- a. The actual and/or potential impact of the incident on other students.
- b. The actual impact of the incident on the personal development and educational potential of the student involved.

4.2 Legal Requirements

If the substance abused is illegal, the School Authorities will, naturally, endeavour to comply with any legal obligations in relation to the following-up on the circumstances of the case and reporting, as required, to the appropriate external authorities and professionals.

4.3 School Sanctions

The following section lists a hierarchy of sanctions that will apply in relation to suspected or actual abuse or possession of banned substances. Depending on the seriousness of the issue, it will be dealt with by the following office holders within the School (see following sections for details):

Form Tutor: Year Head: Head of Boarding: Deputy Head: Head of School.

4.3.1 Tobacco (Smoking and/or Possession and/or supply of tobacco, or any smoking related product or paraphernalia, including but not limited to materials such as papers, vapes, etc.)

First Instance:

- Confiscation
- Parent/guardian to be informed
- Mandatory €20 donation to the Library Fund
- Matter referred to Year Head
- Recorded on Tyro
- Friday Detention
- Student and parent and guardians made aware of addiction supports

Second Instance:

- Confiscation
- Parent/guardian informed.
- Mandatory €40 donation to the Library Fund
- Matter referred to Deputy Head / Head of School
- Recorded on Tyro
- One Day Suspension
- Student and parent and guardians made aware of relevant addiction supports

Third Instance:

Confiscation

Recorded on Tyro

Mandatory €80 donation to the Library Fund

Two Day Suspension

Appropriate staff member(s), including Deputy Head / Head of School to convene meeting with parents and guardians

Student and parent and guardians made aware of relevant addiction supports

4.3.2 Alcohol (Possession, consumption or abuse or supply, including suspicion of being under the influence of alcohol on the School premises or while on School-sponsored programmes off the premises, and including being in the presence of those possessing, consuming, abusing or supplying)

In the event of a student being intoxicated or under the suspicion of being intoxicated, parents are required to remove them from the School immediately. Additionally, any student found to have consumed alcohol will be asked to absent themselves from school, pending investigation.

The following procedures to be followed:

- a. Confiscation
- b. Recorded on Tyro
- c. Matter referred to Deputy Head / Head of School
- d. Head of School to convene meeting with relevant personnel and parents and guardians and appropriate sanctions and if relevant, supports put in place.
Sanctions could include referral to the Board of Management, immediate suspension and/or expulsion.

4.3.3 Drugs and Solvents (Possession or abuse or supply, including suspicion of being under the influence of illegal substances or solvents on the School premises or while on School-sponsored programmes off the premises, and including being in the presence of those possessing, consuming, abusing or supplying)

Where a student is suspected of being under the influence of an illegal substance, staff will remove the student to a safe place and the matter will be investigated.

Parents and guardians will be informed and required to remove the student from the School immediately.

On suspicion of possession, abuse or supply of an illegal substance or solvent, the matter will be investigated and if necessary, reported to the relevant authorities such as An Garda Síochana, Tusla, etc.

On direct evidence of possession, abuse or supply of an illegal substance or solvent the student will be automatically suspended pending further investigation. As part of the investigation the School Management may seek the assistance of the relevant outside professionals.

Contact will be made with parents and guardians who will be informed of the details of the concerns of the School on the matter and of the possibility of expulsion if the student is found to have been in possession and/or to have abused and/or to have supplied other students with illegal substances or solvents.

Villiers School is committed to protecting the welfare of all our students and is committed to ensuring other students are not exposed to illegal substance or solvent abuse.

Appendix (ii) Discipline and Sanctions

To maintain the standards set by the Code of Behaviour it is necessary to have an effective Disciplinary Policy. All members of the Villiers Community have a role to play in upholding the Code of Behaviour.

Roles of Responsibility.

Each **student** has the responsibility

- Not to interfere with the working of others in any way
- To adhere to School rules as laid down in the code of behaviour, (parents and guardians accept this as part of signing of Villiers School policy acceptance and compliance)
- Not to interfere with the education of others by being disruptive or by hindering the progress of class.
- To arrive to class punctually, in correct uniform.
- To meet the assignment requirements within each class.

Sanctions will apply to students who breach these rules.

The **Class teacher** has the responsibility

- To maintain a suitable environment to allow learning to take place (see Code of Behaviour).
- To record incidents on Tyro
- To refer for Friday detention where appropriate
- Class teacher may use appropriate sanctions for indiscipline in class and to prevent indiscipline and promote a positive learning environment e.g., may move students' location within classroom or learning environment, may give punishment work and may detain student for part of break/lunchtime.

For more persistent or serious disruption students may be referred to the Form Tutor, Year Head and Deputy Head of School/Head of School or discipline committee. Form tutor may be notified in cases of persistent minor disruptions/failure to bring books etc. to class.

The **Form Tutor** has the responsibility

- To oversee the progress/conduct of students within their Form.
- To record incidents on Tyro
- To refer for Friday detention where appropriate
- To meet with relevant class teachers regarding information on individual students in liaison with Year Head

The Form Tutor may use appropriate sanctions, such as they may issue students with daily or weekly report cards. They may refer to the Year Head.

The **Year Head** has the responsibility to

- Oversee the progress/ conduct of students within the entire year group.
- Communicate with form tutors re; education/ general welfare of students.
- To record incidents on Tyro

- To refer for Friday detention where appropriate

The **Discipline Committee** (Head of School and/or Deputy Head of School, and/or relevant staff member/s if necessary) has the responsibility to

- Interview students who have been involved in a serious breach of School regulations / persistent indiscipline.
- Issue appropriate sanctions.
- Monitor
- Record on Tyro
- Liaise with staff regarding outcome of discipline meeting

All **Other Staff** have access to the Discipline system if they encounter indiscipline.

IMPLEMENTATIONS and SANCTIONS

Issues of discipline and unwanted behaviour will be processed, generally in a hierarchical sequence from class teacher/supervisor, Form Tutor, Year Head, House Parent, Boarding Head, Deputy Head of School to Head of School and Board of Management.

Students are

In determining class discipline, the class teacher/supervisor has the authority to impose in a summary manner on the spot sanctions that the student must accept in the interests of class progress.

These sanctions could include:

- Change of position in class
- Reprimand by teacher
- Extra work
- Have privileges withdrawn
- Making up work 'avoided' during break/lunch time
- Lunch time detention
- Friday detention
- Afternoon detention (parents and guardians will receive prior notification)
- Saturday detention (parents and guardians will receive prior notification)
- Record incident on Tyro

These sanctions are not exhaustive and may be developed as conditions demand with the sanction of the Board of Management.

Initial efforts will be made by the teacher, if necessary, to advise and counsel the student in default. However, if classroom sanctions do not bring about an improvement in the behaviour of the student the matter may be referred to the Form Tutor, Year Head, Deputy Head of School and or the Head of School.

The Year Head or Form Tutor will, if necessary, interview the student, investigate the incident, and may get in touch with parents and guardians verbally or by letter. Daily/Weekly Report Cards may be issued to the student to monitor their behaviour, homework, and attitude in class. The incident may be recorded on Tyro, Friday detention or other sanctions may be implemented.

Persistent problems/serious breaches of discipline (including alleged bullying, damage to School or personal property, use of unauthorised substances, disruption of classes/events, absent without permission etc.) will be referred to the Discipline Committee and/or Deputy Head of School/Head of School.

Discipline Committee (composed of Head of School, Deputy Head of School, relevant Year Heads/Tutors). The Year Head/Tutors provide support for the student.

Students may be interviewed by Tutors, Year Heads, Discipline Committee, Deputy Head of School and/or Head of School and will be given ample opportunity to present their case. Timetable permitting and where appropriate, students may be accompanied at some of these meetings by their Form Tutor or Year Head. Students may be asked to give a written account of incidents involving serious breaches of discipline. A range of warnings, sanctions and parental communication may be issued. Parents are encouraged to communicate any information relevant to discipline issues/behavioural issues to any of those involved in the discipline process. Written records of serious misbehaviour will be kept. Following investigation of a serious incident/repeated misbehaviour, sanctions may be imposed by the Discipline Committee. Sanctions for serious breaches of School rules could include

- Report Card
- Withdrawal of privileges
- Detention (lunch time, Friday, afternoon, Saturday)
- Record on Tyro
- Community Service tasks
- Warning
- Suspension
- Expulsion

Where there are repeated instances of serious misbehaviour or an incident of a serious nature, parents and guardians will be requested to attend the School to meet Head of School and/or Deputy Head of School. Parents and guardians will have the opportunity to discuss all relevant matters and where appropriate student may also attend and discuss issues during this meeting. School authorities and parents and guardians will endeavour to work in harmony in resolving the disciplinary issue and in ensuring that the student will accept the sanctions imposed.

If parents and guardians do not give an undertaking that the student will behave in an acceptable manner in the future, or where an event is sufficiently serious, the student may be suspended for a temporary period.

SUSPENSION

- Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour which led to the suspension and to accept responsibility for changing their behaviour to meet the School's expectations in the future. When suspension is being considered, the School will follow NEWB guidelines.

- If in the opinion of the Discipline Committee or Deputy Head of School or Head of School the behaviour of any student is sufficiently detrimental to the class and prior warnings and advice have not been heeded or if there is a disciplinary infringement of such a degree and /or nature as to require an exemplary sanction so the common good of the School is maintained, the Head of School may suspend the student from School for up to one week.
- In the event of suspension parents and guardians will be invited to the School for a meeting. Parents and guardians will be informed of the nature of the infringement, duration of the suspension, conditions required for the re-admission to the School of their student, their right to appeal the suspension to the Board of Management, and of their rights under Section 29 of the Education Act.

As part of the formal re-introduction of the student into the School after suspension parents may be requested to attend on the day of their return to the School. Undertakings of good behaviour may be requested in writing and agreed conditions (e.g., Counselling, referral to pastoral supports) may be signed by parents and guardians and student.

EXPULSIONS

In general, the School authorities will try to resolve disciplinary infringements internally. When expulsion must be considered the School will follow the NEWB guidelines including the guidelines re appeals on expulsions. Expulsion will only be considered as detailed by the NEWB guidelines:

- for an extremely grave offence for which an exemplary punishment is required in the interests of the School
- where all other reasonable options to resolve the issue(s) have been exhausted or have proven ineffective.

The provisions of this code and this policy are without prejudice to the right of the Head of School on behalf of the Board of Governors and Board of Management to take all reasonable measures as she considers appropriate to ensure that good order and discipline are maintained in the School and that the safety of students, employees and visitors is secured.

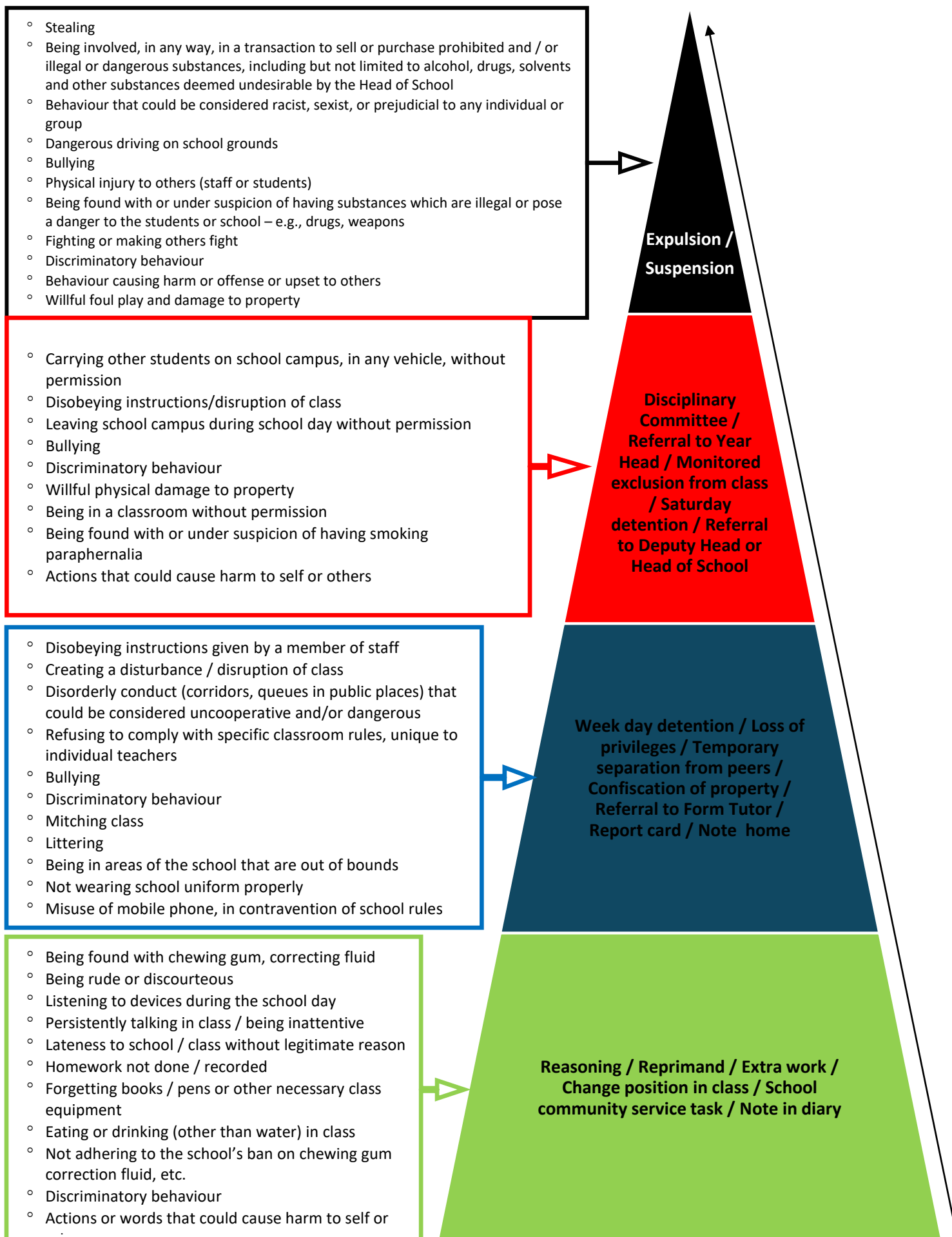
In exceptional circumstances where a serious breach of the School rules and regulations and/or a breach of the law are apprehended, the Head of School, or Deputy Head of School, may order a search of lockers, dormitories, or personal effects without notice to the student(s) concerned.

In addition to such searches the Head of School or Deputy Head of School may request the student to disclose the contents of their pockets and / or their clothing and / or bags, lockers, or personal effects. Refusal so to do shall be deemed to constitute gross misbehaviour and shall attract the sanctions set out in this policy.

Every effort will be made to have a student with recognised mental health concerns referred for psychological assessment without delay. Assistance may also be sought from support services within the wider Community Care Services provided by the Health Boards.

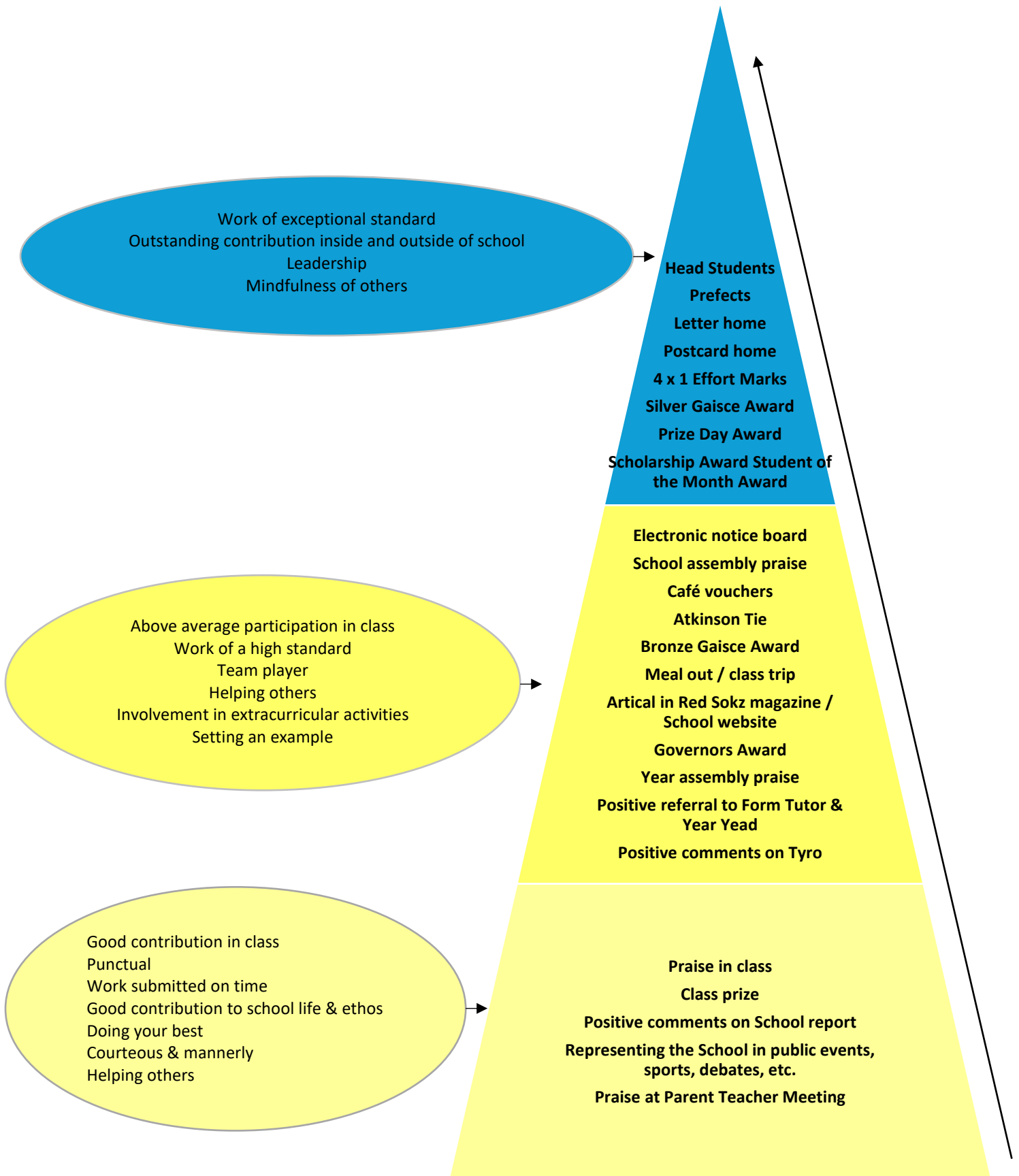
Appendix (iii) Behaviour Pyramids

Behaviour / Sanctions Pyramid



Repeated misbehaviour results in movement up the pyramid to the next level. The above is not an exhaustive list of behaviour / sanctions, but is indicative of unwanted behaviour and the associated

Awards / Rewards Pyramid



Appendix IV Restorative Practice

Villiers School endeavours, where possible, and in the best interests of all parties concerned, to take a restorative approach to incidents which cause harm, and which may require staff intervention.

Restorative practice is an approach that emphasises repairing relationships and building school community through inclusive and participatory practices. This method is used to address conflict and shifts the focus from sanction to understanding the impact of one's actions, encouraging accountability, and fostering empathy among students. This does not mean that sanctions do not happen, but does mean that where possible, focus will be given to repair harm.

By engaging in dialogue and collaborative problem-solving, restorative practices aim to strengthen trust and mutual respect within the school environment, helping our students develop stronger interpersonal skills and a deeper sense of responsibility towards their community.

This approach not only addresses misbehaviour but also proactively creates a supportive and connected school culture and contributes to life-long learning.

In the 2024-2025 academic year, Villiers School will provide staff training and staff refresher courses on the practical application of restorative practice.

BEHAVIOURS OF CONCERN POLICY

What are Behaviours of Concern?

Behaviours of concern can be defined as “behaviours that indicate a risk to the safety or wellbeing of the people who exhibit them or to others”.

What is a crisis situation?

A crisis situation can occur when behaviours of concern present serious risk of imminent physical harm to the student concerned and/or others within the school environment.

Our Rationale

Sometimes students may have such highly complex and challenging behaviour, social or education needs that they need extra help and support. This policy aims to support the student exhibiting Behaviours of Concern, other students, staff, and the relevant parents. This policy is complimentary to the school Child Safeguarding Statement, Code of Behaviour, and Health & Safety Statement.

Code of Behaviour

Our school Code of Behaviour aims to positively support students in the first instance but reserves the right to impose sanctions particularly when the health and safety of students and staff are a concern.

Child Safeguarding Statement

Our school Child Safeguarding Statement places a statutory responsibility on registered teachers to report child protection concerns that are at or above a threshold of harm. An accompanying Risk Assessment identifies possible situations where students may be at risk and the control measures that our school puts in place to address such concerns.

Health & Safety Statement

Our school Health & Safety Statement underpins the entitlement of all students and staff to coexist in a safe environment.

Training

Staff Training took place in August 2022.

Regular follow up training will take place.

How we react to a Behaviour of Concern Incident?

Make sure everyone is safe
Prevent the situation deteriorating further

Put an immediate plan in place that will link to an effective and sustained behaviour plan

Support Services

State Agencies (not exhaustive) that we consult for advice, assistance, and additional supports.

- Túsla
- CAMHS: Children and Adolescent Mental Health Service
- Department of Education
- Education Welfare Officer: (Attached to EWS)
- Education Welfare Service (Now part of Túsla)
- Gardaí
- NCSE National Council for Special Education
- National Educational Psychological Service (NEPS)
- Special Schools National Behaviour Support Service (SESS now part of NCSE)
- Special Education Needs Organiser (member of NCSE staff)

We may also contact our relevant Management Body and or Head of School's Association for advice and guidance.

POSSIBLE UNDERLYING CAUSES OF BEHAVIOURS OF CONCERN

There is always a reason for, or purpose to behaviours of concern, such as:

Anxiety and Stress: Students may become anxious for a myriad of reasons. Worries about friendships, home situations etc. can be overwhelming for a student, leading to stress. While most students can identify the cause and put in place strategies to reduce their stress levels, some cannot.

Communication difficulties: These can range from not being able to speak at all, shyness, social inhibition to being very articulate but not understanding the social variations and conventions in a conversation. Behaviours of Concern are often a substitute means of communication for such students.

Sensory issues: Some students can be over- or under-sensitive to any of their senses. This is often referred to in the literature as hyper (over) or hypo (under) sensitivity.

Social understanding: Not all students have the same understanding of social rules. Not all students grow up in environments with social rules like those in most schools

Inflexible thinking: We all adapt to routines and can find them comforting. Some students struggle with changes in routine.

Recording of Behaviours of Concern

Where behaviours of concern are an issue, we ensure that the parents are aware of the school's policy and procedures on recording such behaviours. Parents should understand that the school seeks to record and analyse these behaviours to understand what the triggers are and to put in place a plan to support the student to develop more socially acceptable behaviours. Parents should be assured that they will be fully included in this process. It is important to emphasise that students who exhibit behaviours of concern make life difficult for themselves and inhibit social interaction with their class peers.

See Template I.

Examples of Behaviours of Concern (not exhaustive):

- Student with a weapon and intent on using violence
- Physically attacking another or about to
- Throwing furniture or breaking glass close to others
- Putting themselves in danger, running onto a road or trying to self-harm

When will our school use restraint?

We will only use restraint when there is a crisis.

A physical intervention: is the use of a physical act or restraint to prevent, restrict or subdue the movement of a student's body or part of a student's body.

Examples of physical intervention:

- (1) Presence
Standing in front of a student
- (2) Touching
Lead, guide, usher, block-door handle
Student retains a lot of mobility
- (3) Holding
Student's handheld by one adult but retains a level of mobility.
- (4) Restraint
Completely restrict mobility -2 adults holding legs & arms

(Staff member(s) must always act on the principle of using minimum force for the shortest time.)

Restraint:

- (1) Cannot be used in schools except in the case of a **crisis** where there is a **serious risk of imminent physical harm** to the pupils concerned/others
- (2) Should not be the first option and if used should be timely, measured, and proportionate
- (3) It should be carried out by appropriately trained persons if possible
- (4) If restraint is used, it should be documented and reported to the Board of Management

Template I
Behaviour of Concern Incident Report and Risk Review

Student: _____ **Location:** _____

Date: _____ **Time:** _____

What happened? _____

What triggered the incident? _____

Whom/what was at risk? _____

Student WELFARE

List any de-escalation/positive intervention strategies that you used to diffuse the incident (see over).

Did you need to use a restrictive practice or physical intervention?

Why was this in the best **interests** of the student? (See over)

How effective was it? _____

Was the student distressed? Yes / No

How was the student assisted to recover/ repair relationships with staff / other students?

How can we reduce the risk of this happening again? (Consult with relevant staff/parents)

STAFF WELFARE

How many staff were needed to manage this incident safely?

Were you or another staff member hurt?

Describe:

Did you or another member of staff find this incident distressing?

Yes / No

If yes, rate this on a scale of 1 to 5:

(1 = little or no distress, 5 = very distressing)

Which other staff were present?

Identify any other parties who were present. _____

Signed:

Date:

Please review form and ensure all questions are answered before submitting to Head of School/DP

Review by Head of School / Deputy Head of School

Parents notified:

Yes / No

Medical intervention needed/sought:

Yes / No

Signed by Head of School or Deputy Head of School:

Dated:

GUIDANCE NOTES on filling in *Behaviour of Concern* Incident Report / Risk Review

There are three main reasons for filling out incident forms following a behavioural incident:

1. To provide a clear, factual account of what happened.
2. To reduce the risk of the incident occurring again.
3. To provide information for Positive Handling Plans and Behavior Support Plans.

An incident form should be filled in following serious behavioural incidents but not during the reflection and recovery process for students or staff. If SNAs only are present during an incident, it is good practice to fill the incident form out with the class teacher so that s/he is fully aware of the incident. An element of professional judgment may be required to decide whether an incident merits the filling in of an incident form. It is better to err on the side of caution and fill out the form. If in doubt consult with the Head of School or Deputy Head of School.

The following are examples of incidents that require reporting:

- 'Near miss's – the situation had the potential to be a risk to safety.
- Someone received an injury from a kick, bite, thrown item, etc.
- A restraint/force was used.
- Liberty was restricted
- A student became significantly emotionally distressed.

A good incident form describes the incident briefly, factually, and honestly, identifies triggers (if known), suggests risk reduction measures, and takes account of the welfare of both students and staff. Judgmental, 'blaming' language should be avoided. Examples are provided below.

The information is reviewed by the Head of School and/or Deputy who will check on the welfare of all involved and discuss/implement risk reduction measures if applicable.

It is good practice to inform parents of incidents, but the incident forms may not be given to parents without the consent of the Head of School. This is necessary because the incident report may contain information relating to other students or staff and may need to be redacted.

1. **Helpful phrases for 'What happened?'** Asked for assistance - drew towards - eased away - encouraged - guided – used a help hug - led student to the support room/yard/sensory room where s/he could be monitored/observed - moved student away from the area of the incident – (see paragraph 3 below) used physical prompt - used visuals/schedules/timetables - reassured - secured the door - supported - talked student down - withdrew other students – cleared the area of items that could be thrown – moved other students away from danger – asked for help – cleared the area of other students – sent for a senior member of staff – asked other staff to withdraw from the area – withdrew myself to a safe distance – kept an eye out for members of the public who might be at risk – prevent emotional/psychological distress to other students.
2. **De-escalation techniques to try:** Move away; reduce requests; redirect to schedule; sensory/movement breaks; calm stance/voice; calming scripts; change of staff; 1:1 close to student; 1:1 supervision from afar; time out of class; distraction/diversion; facial expression; first/ then; humour; negotiate; offer choice; outline consequences; outline limits/boundaries, positive reminders; planned ignoring; removal to support room using friendly hold (pupil comes willingly); reassure; short tasks only; time given to process; use of reward; verbal support/prompts; praise.
3. **Helpful phrases for 'How was this in the best interests of the Student.** Maintain dignity of the student - prevent negative social outcome for student - prevent distress - prevent pain – reduce risk of injury - reduce possibility of - unsafe situation for - welfare of students(s)/staff - prevent emotional/psychological distress.

