

St Michael's House Special National School

**Ballymun Road
Dublin 9**

Code of Behaviour Policy

Mission Statement

Our school is a stimulating centre of education where each person is cherished as an individual. Each student's abilities, potential and needs are recognised and nurtured. The teachers, staff and multidisciplinary clinical teams provide a challenging, sensitive and caring environment which fosters personal, social, academic development, independence and achievement.

Background and Rationale

St. Michael's House Ballymun Special National School is a special school operating under the Dept. of Education & Skills (DES) "Rules for National Schools" and relevant DES Circulars and Directives. The school is under the patronage of St. Michael's House. The school is managed by a Board of Management (BoM) representative of the patron, parents/guardians, school staff and the community. The school provides education for pupils who have an assessed moderate, severe/profound general learning disability.

SMH Ballymun School is multi-denominational and coeducational, providing educational programmes for students up to the age of 18 years. There is currently capacity for ten classes in the school.

The Code is informed by the following policy documents:

- Developing a Code of Behaviour: Guidelines for Schools (NEWB, 2008).
- Education (Welfare) Act, 2000
- Children First: National Guidance for the Protection and Welfare of Children (2011).
- Department of Education & Skills - Child Protection Procedures for Primary & Post-Primary Schools (2017)
- Circular 0061/2006 (Department of Education & Science)
- NCSE/NBSS online resources for positive behaviour support (www.ncse.ie)

The School Policies that relate to our school Code of Behaviour include:

- Child & Vulnerable Persons Safeguarding (Child Protection) Policy
- School Attendance Statement and Strategy
- Supervision Policy
- Social, Personal & Health Education (SPHE) Policy
- Healthy Lifestyles & Wellbeing Policy
- Language, Communication & Literacy Policy
- Anti-Bullying Policy
- Positive Behaviour Support & Use of Restrictive Practices Policy

Relationship to the Characteristic Spirit of the School

Our school aims to foster self-esteem, confidence and positivity in our pupils, thus enabling them to become valued and valuable members of their communities. We believe that pupils should be guided and supported in positively managing their own behaviour if they are to achieve their potential in all aspects of their development. We expect the highest standard of behaviour possible in the school. The Board and staff strive to engender good behaviour in a caring and positive environment. The Code of Behaviour is most effective where there is respect, openness and cooperation between staff, parents/guardians and pupils. A close working relationship with all members of the school community will ensure that the Code of Behaviour is understood by all and thereby works for the personal and social development of every pupil.

Behaviour and our School Community

The school is committed to advancing the understanding of behaviour and the development of skills for promoting positive behaviour. The safety and well-being of students and staff is a key concern for the school. All members of the school community are expected to engage with each other in a manner that is positive and respectful. The intellectual ability, age and stage of development and understanding of the student will be borne in mind at all times in relation to their behaviour in school.

Aims of the Code

The aims of the Code of Behaviour are:

- To provide a safe and secure learning environment for all our students
- To ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a safe and disruptive-free environment
- To respect and safeguard the dignity and the particular needs of individual students
- To allow the school to function in an orderly way where students can make progress in all aspects of their development
- To promote positive behaviour while noting children's individuality and the need to accommodate difference
- To ensure that students behave in a respectful manner towards each other, school staff and the wider community
- To ensure that the system of rules, rewards, consequences and sanctions are implemented in a fair and consistent manner throughout the school
- To create an atmosphere of respect, tolerance and consideration of others
- To teach, foster and encourage socially acceptable behaviour within the school and the community at large
- To assist parents and students in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures

Content of the Policy

This Code of Behaviour addresses:

- The standards of behaviour expected in the school from staff, students and members of the school community
- The plan for promoting good behaviour
- School attendance
- The ways in which the school responds to unacceptable behaviour
- The plan for implementing the code
- School procedures for the use of suspension, expulsion and appeals
- Record keeping
- Reference to other policies
- Ratification and Review of the Code

Roles and/or Responsibilities

It is the responsibility of the school's Board of Management, the principal and In-School Management Team (ISM), the staff, along with pupils and their parents/guardians, to work together to create a positive school climate that will support and promote positive behaviour. In achieving this objective, each partner has their own role and responsibility.

- **Board of Management**

The Board of Management has overall responsibility for the preparation, review and for the fair and consistent implementation of the Code of Behaviour. All serious matters regarding behaviour must be reported to the Board of Management.

- **Principal**

The Principal has final responsibility for the day-to-day running of the school. S/He will ensure that the implementation of strategies relating to behaviour management are fair, equitable and appropriate. Any concerns with regard to behavioural issues should be reported to the Principal. The Principal is required to report instances of significant behaviour and/or bullying to the Board.

- **Deputy Principal**
The Deputy Principal supports the principal in the implementation of the Code of Behaviour. In the absence of the principal, s/he acts on behalf of the principal.
- **Teachers**
All teachers are responsible for the positive management of behaviour within his/her classroom as well as the orderly assembly and dismissal of his/her class at break time and at the end of the school day. Teachers promote positive behaviour throughout the school day in line with best practice and/or students' Positive Behaviour Support Plans. Where possible, teachers guide pupils towards the agreement of Class Rules at the beginning of the school year. Teachers report to the Principal any concerns regarding pupil behaviour as they occur.
- **Special Needs Assistants (SNAs)**
SNAs support the teachers at all times in modelling and consistently supporting positive behaviour management, in line with stated Positive Behaviour Support Plans and/or accepted best practice. SNAs are also involved in record-keeping (e.g. tick-charts, daily review charts, A-B-C charts and/or Challenging Behaviour/Significant Incident Reports), under the guidance of the class teacher.
- **Administrative, Household and Bus Escort Staff** and regular volunteers are advised of how best to promote positive behaviour and are an integral part of the school-wide approach to positive behaviour support.
- **Parents/Guardians** are given a copy of the school's Code of Behaviour when their child is admitted to the school. It is a condition of the signed acceptance form, when accepting a place in the school, that parents/guardians commit to supporting school policies, including the Code of Behaviour. Parents can support their child and the school in the promotion of positive behaviour by:
 1. Ensuring their child attends school regularly
 2. Encouraging and helping their children and family members to cooperate with the spirit of this code
 3. Engaging positively with the school and any approaches identified as beneficial in the promotion of positive behaviour, as well as any clinical guidelines or support plans that may be put in place
 4. Attending meetings in the school and communicating positively with the school concerning positive behaviour management or concerns they may have in this regard. The school team welcome the opportunity to discuss with parents, any behavioural issues that may arise from time to time so we can work together to support behaviours in a positive and consistent way
- **SMH Nursing Staff** who provide nursing care support for some pupils are also an integral part of the school-wide approach to positive behaviour support.
- **Multi-Disciplinary Team (MDT)** is a term used to describe the clinical team that supports students in this school. It is made up of qualified clinicians/social workers who also use positive behaviour management strategies in their work on behalf of students. With the agreement of parents/guardians, members of the MDT can be requested to support student, school and/or family through the development of Positive Behaviour Support Plans for supporting and managing the behaviour of students who are experiencing particular difficulties.

Standards of Behaviour

The most effective methodology in attempting to manage behaviour that might challenge is to try to prevent it happening in the first place. All members of the school community are expected to behave in ways that show respect for others. Behaviour will reflect values such as respect, kindness, courtesy, fairness, forgiveness and respectful ways of resolving difficulties and conflict. Standards are also a way of signalling the kinds of behaviours that are not acceptable in the school e.g. behaviour that is hurtful, demeaning and/or behaviour that interferes with teaching and learning and/or threatens and/or causes physical hurt to pupils and/or staff.

Central to this Code of Behaviour is promoting high standards of behaviour. Teachers, staff and the wider school community employ a range of strategies for promoting positive behaviour at class and at school level. Cooperation and communication with parents/guardians/respite/carers is seen as an important factor in encouraging positive behaviour. The following models of communication are used within the school:

- IEP process
- Informal and formal parent/teacher meetings
- Use of home/school communication board, diary or app
- Letters, notes, phone calls and text messages to and from school to home
- Meetings held in school
- End-of-Year report
- School website
- Good school and classroom routines with clear guidelines and boundaries for students

The Plan to Promote Positive Behaviour – Level 1 School-wide Support for All Students (NCSE/NBSS)

A whole-school approach will help create and maintain a positive school climate that is conducive to learning and will support and promote positive behaviour. (A stand-alone document, outlining the Level 1 School Wide Support is also available separately, for submission to the NCSE/SENO with the required BCN1 form, where required). The school aims to achieve this by:

- Creating a positive and encouraging attitude to students at all times
- Creating and maintaining a calm environment
- Promoting positive self-esteem amongst students at all times
- Creating a sense of fairness and consistency, taking into account the competence, understanding and functional abilities of the students. These are crucial in deciding on the appropriate responses to behaviours
- Making rules positive e.g. “do’s” rather than “don’ts” in a language that is appropriate to the student’s ability to understand
- Developing and supporting positive, respectful relationships between students and staff
- Using class and school settings to promote, encourage and celebrate positive behaviour e.g. School Assembly, “Star of the Week” in each class; Principal’s Award
- Using positive, affirmative, respectful and fair language that is appropriate to the student’s level of understanding
- Differentiated programmes with suitable pedagogical approaches appropriate to the individual needs of the students, are fundamental to promoting positive behaviour. All teachers provide the principal with documentary evidence of their teaching plans. Each student has an Individual Educational Plan (IEP) which is devised in October and formally reviewed in the spring and summer terms

- Maximising and adapting the environment: space, seating, proximity to others, the whiteboard, windows etc. is considered according to the learning, physical, sensory, and other needs of students so as to try to maximise learning and travel and to minimise behaviours that might arise
- The SALT (Stop, Ask, Listen, Talk) Programme is one of the resources used with students at the senior end of the school where applicable. It is a programme which teaches conflict resolution skills and enables students to develop their skills to effectively and appropriately deal with conflicts they may encounter in life

School Rules

School rules are kept to a minimum and are positively stated in terms of what the students should do

- Be kind and use your good manners with everyone in our school
- Be co-operative at all times
- Behave in a safe way
- Always try to do your best
- Listen and follow instructions from staff
- Tell the truth
- Share with others and take your turn
- Show respect for yourself, other students and staff and for the school environment
- Use kind, helpful words when talking to people in school

The rules are presented and reiterated with some students in language appropriate to their needs, e.g.

- "Good Listening"
- "Good Looking"
- "Good Sitting"
- "Good Waiting"
- "Nice/quiet/gentle Hands" (no hitting/pushing/touching others inappropriately etc).
- "Nice/quiet/gentle Feet" (no kicking others/furniture etc).
- "Be a Good Friend"

Class Rules

Each teacher will develop class rules with the students, reflecting the school rules, in a language and manner appropriate to the age and stage of development of the students. Praise is earned by maintenance of good standards of behaviour as well as by particular noteworthy personal achievement. Rates of praise for behaviour should be as high as for academic work. Good school and classroom routines with clear boundaries for students help promote and maintain positive behaviours.

Activities to Encourage Positive Behaviours

- Circle time in the classroom
- Explaining positive behaviour regularly and revising class/school/playground rules
- Buddy system/peer mentoring and support
- Role play, social stories and sensory stories
- Encouraging participation in games and fun activities together
- Assembly
- Providing individualised supports to enable students to participate in the school community
- Play Therapy activities
- Team teaching/shared activities with other classes

Incentives/Praise

Highlighting and rewarding appropriate behaviour reinforces the expectations for student behaviour at the school. This happens informally throughout the school day and in formal situations.

The following are some examples of how incentives/praise may be given to students

- A quiet word or gesture to show approval
- A comment in the student's home/school journal/SeeSaw
- Choice of favourite activity
- A trip/outing within the local community
- A visit to another staff member/school principal for commendation
- A word of praise in front of the class group by a staff member/principal
- A system of merit marks, stickers and/or counters
- Delegating some special responsibility or privilege to the student
- A mention to parent/guardian
- Receipt of certificate to encourage continued good behaviour

Minimising Inappropriate Behaviours

- Even in the presence of those strategies above which promote positive behaviour, from time to time, inappropriate behaviours emerge which can be managed effectively, when consistent agreed approaches are used.
- As each child is unique, so too are their needs. Different strategies will be effective with different students. Teachers and staff confer with their colleagues, the principal, members of the school's multi-disciplinary team(s) and/or parent/guardian when behavioural issues arise. When approaches/guidelines are identified to address the behavioural needs of students, it is important that all members of the school community, including parents/guardians, operate in a consistent manner, so as to minimise inappropriate behaviours and to enable the student to have a clear understanding of school staff/parents/guardians expectations for their behaviour.
- Generally speaking, effective management of behaviour involves adherence to some basic strategies including:
 - Low arousal (quiet/calm) approaches
 - Clear communication
 - Consistent responses
 - Appropriate programmes which consider the specific and common needs of all students (e.g. specific sensory needs, additional needs such as autism spectrum disorder)
 - Positive, trusting relationships

Managing Behaviours that Challenge Positively and Effectively

- When usual strategies are not effective, behaviours are often analysed using an Antecedent-Behaviour-Consequences (ABC) type checklist which examines:
 - Possible causes/reasons for the behaviour
 - The nature and frequency of the behaviour
 - What happens as a result of the behaviour
- This type of assessment enables staff to make adjustments to the environment, to the programme or teaching strategies or to seek advice from members of the MDT so that the student's needs may be addressed.
- In the event that additional supports are required, parents and/or the school may be requested to complete forms for the National Council for Special Education (NCSE) Special Educational Needs Organiser (SENO) and/or the Department of Education & Skills.

- The school supported by the MDT (on a Referral basis) aim to enable all students to learn, to participate actively in the life of the school and to reach their full potential as individuals.

School Attendance/Pupil Absence from School

Regular attendance in school helps a student to make and maintain friendships and be fully included in the life of the school. Parents should inform the school of their child's absences from school by phone call or by sending a written explanation by note or in the home/school communication book.

- Parents must let the school (class teacher) know of their child's absence for any reason
- Parents must inform the school on the first day of absence by phoning the school
- Parents may inform the school by note or in the home/school communication book/SeeSaw in advance of any planned absence or appointment
- Parents need to give detailed information about the reason(s) for absence e.g. hospitalisation/family reasons/illness etc as the school is required to record these. Absences not explained are marked as "unexplained"
- Failure to notify the school about a student's absence is followed up by a phone call as deemed necessary and in line with the School Attendance Strategy

The school cooperates fully with the requirements of the Education Welfare Act (2000) in reporting students' attendance and absences from school.

Implementing the Code of Behaviour

Responding to Inappropriate Behaviour in School

Incidents of misbehaviour are classed as minor, serious and gross. Minor incidents are generally dealt with by the class team. Serious breaches of school rules will be notified to the school principal. Gross breaches of behaviour may lead to the suspension or expulsion of the student and will only be applied in consultation with the Chairperson and/or Board of Management.

Sanctions

The purpose of sanctions is to bring about a change of behaviour by:

- Helping students to learn that their behaviour is inappropriate
- Helping students to recognise the effect of their actions and behaviour on others
- Helping students (in ways appropriate to their age and understanding) that they have choices about their own behaviour and that choices have consequences
- Helping students to learn to take responsibility for their behaviour

Sanctions will be proportionate to the behaviour and will be in accordance with the level of understanding of the student.

Sanctions for Minor Misbehaviour May Include

- Reminder of the school rules
- Redirection to another activity
- Reasoning with the student
- Verbal reprimand
- Temporary separation from peers within the class for a specified and recorded period of time
- Temporary loss of privileges
- Temporary placement within another class group or with a member of staff
- Time in a quiet space (under supervision) to allow time to calm and regulate their behaviour
- Communication with parents/guardians to advise of behaviour and seek support

Behaviours are analysed using the Antecedent-Behaviour-Consequences (ABC) recording sheets, which detail

- day/date/time/frequency of behaviour(s)
- nature and possible causes/reasons (setting events) for the behaviour(s)
- what happens after the behaviour(s)

This type of assessment enables staff to make adjustments to the environment, to the programme of activities, or to the teaching strategies.

Serious Misbehaviour

From time to time, parents and staff can find some behaviour difficult and stressful to address. There are times when a student presents with behaviours that cause concern for their wellbeing and safety, and sometimes for the wellbeing and safety of others.

Examples of serious misbehaviour include

- Behaviour that is hurtful and/or offensive (including bullying, harassment, discrimination and victimisation)
- Physical aggression, including but not limited to, repeated and/or sustained and/or significant spitting, kicking, hitting, pushing, pinching, hair-pulling etc. **Spitting has always been listed in the school's Code of Behaviour as a serious misbehaviour. Targeted and/or repeated and/or deliberate spitting with intent cannot not be tolerated, especially in the current public health (COVID19) crisis and, as such, has the potential to be viewed as a gross misbehaviour (see below).**

When the usual strategies are not effective, behaviours are analysed using the Antecedent-Behaviour-Consequences (ABC) recording sheets, which detail

- day/date/time/frequency of behaviour(s)
- nature and possible causes/reasons (setting events) for the behaviour(s)
- what happens after the behaviour(s)

This type of assessment enables staff to make adjustments to the environment, to the programme of activities, or to the teaching strategies. **With parent/guardian approval**, a referral can be made to the MDT for support and guidance so that the student's needs may be addressed. An individualised Positive Behaviour Support Programme/Plan may be put in place for the student. In exceptional circumstances, a shorter school day may be introduced to allow a student become accustomed to school routines and expectations. The plan will be shared with school staff and parents/guardians to try to ensure consistent implementation. The plan will be monitored by the principal and school team to ensure its effectiveness.

In the event that additional supports are required, parents and/or the school may be requested to complete forms for the National Council for Special Education (NCSE) Special Educational Needs Organiser (SENO) and/or Department of Education & Skills.

Dealing with Challenging Behaviour in School

A small number of students engage in physically challenging behaviour at times. While staff make every effort to anticipate such incidents and to de-escalate the situation quickly, there are times when a behaviour intervention is required. Staff have been trained in using CALMS techniques to help keep students safe and/or to help students regain control and regulate their behaviour.

Gross Misbehaviour

Where serious behaviours of concern continue to disrupt the smooth running of the school and/or threaten the welfare, health & safety of the pupil himself/herself or others, a student may be suspended or have their school day reduced to protect the welfare of others. Serious assault that causes, **or has the potential to cause**, injury to others and/or serious damage to property will be considered gross misbehaviour and may lead to immediate suspension. **Spitting has always been listed in the school's Code of Behaviour as a serious misbehaviour. Targeted and/or repeated and/or deliberate spitting with intent cannot not be tolerated, especially in the current public health (COVID19) crisis and has the potential to be viewed as gross misbehaviour.** A single incident may constitute gross misbehaviour. Such incident(s) will be brought to the attention of the Board of Management and the appropriateness of the placement for the student may need to be reviewed. The incident will be investigated to determine the appropriate response from the school.

In the most serious incidents, expulsion may be considered. This measure will only be used as a last resort. The Board of Management will ensure that:

- Fair procedures are used for suspension and expulsion and that all staff are aware of these procedures
- Every reasonable effort will be made to ensure that fair procedures are accessible to those from different language or cultural backgrounds
- There are no undue delays in the investigation and in making decisions about the imposition of suspension or expulsion
- All matters to do with an investigation are dealt with in confidence
- In circumstances of particular complexity, the school authorities may seek legal advice to support their decision making

Suspension

For the purposes of this document, suspension is defined as:

Requiring the student to absent him/herself from the school for a specified, limited number of school days.

During that period of suspension, the student retains his/her place in the school. The Board of Management has the authority to suspend and this authority has been delegated to the principal. The authority delegated to the Principal in respect of suspension has limits and the principal is accountable to the Board of Management for his/her use of that authority.

The grounds for suspension include:

- The student's behaviour has had a seriously detrimental effect on the education of others
- The student's continued presence in the school at this time constitutes a threat to the safety and welfare of others
- The student is responsible for serious damage to property

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 serious threat to the safety of others. Parents/guardians may be requested to collect a student from school during the day if the student's continued presence constitutes a threat. Parents/guardians may be asked to keep a student home from school for a number of days and this form of suspension will be notified to the parents/guardians by the principal.

All suspension, for whole days or part of a day, will be recorded by the principal and reported to the Board of Management.

When any sanction, including a suspension, is completed, a student will be given the opportunity and support for a fresh start. The school will arrange, where possible, for a member of staff to provide support to the student during the re-integration process.

Procedures in Respect of Suspension

The procedural steps will include:

- Parents/guardians will be informed by phone or in writing. The letter will confirm:
- Period of suspension and the dates on which the suspension will begin and end
- Reason for the suspension
- Arrangements for returning to school, including any commitments to be entered into by the student
- Provision for an appeal to the Board of Management
- Right to appeal to the Secretary General of the Department of Education & Skills (Education Act 1998, Section 29)

- Written notification will be signed by the secretary to the Board of Management and has the benefit of ensuring that there is a permanent and formal record of having informed parents/guardians. It also ensures that parents/guardians are clear about what their son/daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour
- Except in the case of immediate suspension, parents/guardians will be invited to come to the school to discuss their child's case. Parents/guardians and pupil will be given an opportunity to respond before a decision to suspend is made and before any sanction is imposed. This meeting will provide an opportunity to ask questions and for the school to explore with the parents/guardians how best to address the student's behaviour
- A pupil will not be suspended for more than three (3) days by the principal. If a proposal in excess of three (3) days is being considered, the matter will be referred to the Board of Management
- A period of up to five (5) days may be sanctioned by the Chairperson in circumstances where a meeting of the Board of Management cannot be convened in a timely fashion
- The Board of Management can place a ceiling of ten (10) days on any one period of suspension imposed by it
- The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current year to twenty (20) days or more

Expulsion

Expulsion may be considered in an extreme case. A student is expelled from school when the Board of Management makes a decision to permanently exclude him/her from the school. The Board of Management has the authority to expel a student. Expulsion of a student will only be taken in extreme cases of gross misconduct that seriously disrupts the smooth and safe running of the school. This measure will generally only be undertaken after every effort has been made to support, help and address behaviours of concern so as to avoid the expulsion. However, a single serious assault on another person may be considered grounds for expulsion.

Before the expulsion of a student, the Board of Management will notify the local Education Welfare Officer (EWO) in writing in accordance with Section 24 of the Education Welfare Act 2000.

Procedures in Respect of Expulsion

The procedural steps will include:

- A detailed investigation carried out under the direction of the principal
- Parents will be invited to a meeting to try to find ways of helping the student to address his/her behaviour
- Consideration will be given to the level of understanding of the student

- Following the meeting and taking all factors into account, the principal may make a recommendation to the Board of Management to consider permanent exclusion of the student
- The Board of Management will consider the principal's recommendation and will invite both the principal and the student's parents/guardians to a hearing on the issue
- In the absence of the principal and the parents/guardians, the Board of Management will deliberate on the recommendation of the principal, the responses of the parents/guardians, and any other relevant information
- The Board of Management will write to the parents/guardians to inform them of the Board's decision. Where the Board of Management recommends expulsion, the parents/guardians will be informed of their right to appeal the decision and that a period of 20 school days will elapse before the decision of the Board of Management is confirmed
- The school will participate in any consultations arranged by the Education Welfare Officer in respect of the decision to expel

Appeals

In all cases involving suspension by the Board of Management/principal, the parents/guardians have the right to appeal to the Board of Management. Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Skills against some decisions of the Board of Management including (1) permanent exclusion from school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in one school year. Appeals must generally be made within 42 calendar days from the date that the decision of the school was notified to the parents/guardians or student (see circular 22/02).

Record Keeping/Monitoring/Recording Behaviour

A system of record keeping and behaviour monitoring is implemented throughout the school. This enables the school to balance subjective opinion with factual information about what is actually happening and to review triggers or patterns of behaviour over time. It will use consistent terminology. Regular monitoring will:

- Alert school staff to emerging problems for a particular student/group of students
- Show trends and patterns, for example time of day/location or circumstances associated with either inappropriate behaviour or instances of particularly good behaviour
- Provide information about successes and what is working well
- Avoid the risk of labelling a student unfairly from class to class or year to year, by providing factual data for any judgement about behaviour

Behaviour recording can take the form of

- "tick charts" for instances of a repeated single behaviour e.g. hitting
- ABC Charts
- Challenging Behaviour Recording Forms, the details of which are input on the school's computerised recording system.

A record system will allow the school to track an individual student's behaviour and to check whether efforts to change behaviour are working. All interventions aimed at helping the student to deal with unacceptable behaviour will be recorded, including contact with parents/guardians and/or referral to clinicians. Positive responses by a student and evidence of changed behaviour will also be recorded, as will any sanction used, together with the reason why the sanction was imposed. Parents/guardians and students will be made aware that a record is being kept and will have access to the information on request. All reports will be managed within the school in accordance with the school's Data Protection Policy.

The principal will monitor all records and will make an annual report to the Board of Management.

Procedures to be implemented in the event of an assault on an employee

This school's Board of Management endeavours to provide a safe environment for all its staff. It has a duty under Section 8 of the Safety, Health and Welfare at Work Act 2005 to ensure, so far as is reasonably practicable, employee safety, health and welfare at work. Circular 0061/2017 and Circular 0062/2017 outlines the regulations and procedures regarding the Scheme for Leave of Absence following Assault for registered teachers and special needs assistants (SNA) employed in schools. Assault is defined as:

physical contact from a third party causing physical injury to a teacher/ SNA in the course of the teacher's/ SNA's duties and during approved school activities.

In the event of an assault the following procedures should be followed:

1. The incident should be reported immediately to the Principal, or to the Deputy Principal, in the Principal's absence.
2. The staff member involved will remove him/her self from the situation to a safer environment.
3. The incident will be recorded on the school's Significant Incident Report Form.
4. The staff member will seek medical assistance, where necessary.
5. If the staff member is absent for three days or more, the Health and Safety Authority will be notified by the Principal or designate.
6. The incident will be reported to the Gardaí, where appropriate.
7. The school will ensure that all appropriate safeguards have been put in place to protect persons at risk and to prevent, in so far as is practicable, the occurrence of assault.
8. The Application Form will be completed by the teacher/ SNA and the Principal, will be forwarded to the Department of Education and Skills (DES) within a week of the incident occurring and be accompanied by copies of the required reporting documentation. Where in exceptional cases the teacher/ SNA is unable to complete his/her part of the application within a week of the incident due to physical incapacity, this period may be extended by the employer – applications must be forwarded within a reasonable period in this event.

Policy Review

The school will be happy to discuss any concerns parents/guardians may have about behaviour or about any aspect of the Code of Behaviour. As part of the school's Admission process, the school will provide parents with a copy of the Code of Behaviour Policy and will require parents/guardians to sign-up and commit to supporting the Code of Behaviour, prior to the enrolment of a student in the school.

This Code of Behaviour Policy was originally devised in 2011 and reviewed and amended by the Board of Management in 2013, 2016, January 2019 and May 2019. Policy was further amended in February 2020 to take into account the new Challenging Behaviour/Significant Incident report form and updated spreadsheet recording system which replaces the former report form and "e-forms" recording system. The updated Policy comes into effect immediately. The Board agrees that the appendices * can be amended and updated to reflect required changes in reporting requirements, without the entire policy requiring Review in advance of the scheduled Review Date.

Review date: as required, but no later than October 2022

Signed: _____ Chairman – John Lawless Date: October 14th 2020

Appendices: (i) Challenging Behaviour/Significant Incident Report Form *
(ii) Accident/Injury/Medical Report Form *

Challenging Behaviour/Significant Incident Report

Date of Incident: _____ Day of the week: _____ Time of Incident: _____

1	<i>Names of staff members and/or pupils involved in the incident.</i>
2	<i>Names of any additional staff members who witnessed the incident.</i>
3	<i>Name of the pupil/pupils displaying the behaviour of concern.</i>
4	<i>Please identify the specific location where the incident occurred.</i>
5	<i>Tick the type of behaviour that was involved in this incident.</i>
<ul style="list-style-type: none"> <input type="radio"/> Self-injurious behaviour <input type="radio"/> Aggression towards others <input type="radio"/> Damage to property <input type="radio"/> Refusal to engage with activities <input type="radio"/> Other (please specify) 	
6	<i>Before the incident: Tick the appropriate box or boxes that most accurately indicate what was happening prior to the behaviour of concern. Provide additional details if required.</i>
<ul style="list-style-type: none"> <input type="radio"/> Person had experienced a physical difficulty (e.g. seizure, illness, tiredness) <input type="radio"/> During group work <input type="radio"/> During individual work <input type="radio"/> No specific activity <input type="radio"/> Time of transition (e.g. to or from playground/dining room/Hall) <input type="radio"/> Environment noisy/ hot/ crowded (please specify) <input type="radio"/> Change in staffing <input type="radio"/> Other (please specify) 	
7	<i>Outline what occurred. Include any injuries that may have occurred and how such injuries have been treated.</i>
8	<i>Was there any damage to personal and/or school property?</i>
YES <input type="checkbox"/> NO <input type="checkbox"/>	
9	<i>If the answer to 8 is YES, please detail any damage here.</i>
10	<i>Were CALM techniques used?</i>
YES <input type="checkbox"/> NO <input type="checkbox"/>	
11	<i>If the answer to 10 is YES, please detail the techniques used.</i>

12	After the incident: Indicate what happened to manage the behaviour of concern/ after the behaviour of concern
	<ul style="list-style-type: none"> ○ Change in demands on person (e.g. work removed, person given preferred activity, etc) ○ Changes in social interaction with the person (e.g. interact with the person, ignore behaviour, etc) ○ Changes in location (e.g. leave the classroom) ○ Use of visual prompts ○ Person promoted to use a particular strategy (e.g. PECS book). Specify _____ ○ Other (please specify)
13	For teachers only, please answer for every incident: – did you notify the parents/guardians of the pupil(s)?
	YES <input type="checkbox"/> NO <input type="checkbox"/> Date & Time parents were notified:
14	If the answer to 13 is YES, what was the response of the parents/guardians? If the answer is NO, why did you not contact the parents?
15	How many staff members were needed to manage this incident safely?
16	Were you or another staff member hurt?
	YES <input type="checkbox"/> NO <input type="checkbox"/>
17	If the answer to 16 is YES please detail the person & nature of any injuries sustained. Please also complete an Accident & Injury Reporting Form.
18	Did you know your role during the incident?
	YES <input type="checkbox"/> NO <input type="checkbox"/>
19	Follow Up action taken?
	<ul style="list-style-type: none"> ○ Staff Briefing – individual and/or class team and/or wider staff team ○ Correspondence with parents/guardians ○ Meeting with parents/guardians ○ Risk Assessment carried out or updated ○ Positive Behaviour Support Plan drafted or amended ○ MDT advised (for pupils whose files are “open and active”) ○ Clinical Referral made (for pupils without a current, active Referral to MDT) ○ Other

Signature:

Date: