



St. Anne's School

Code of Behaviour Policy

## **1. Introduction**

The St. Anne's Positive Behaviour Support Policy (2022) is the result of consultation and collaboration among all the stakeholders in St Anne's School in line with the guidelines issued by TUSLA (TESS) and the Education Welfare Act 2000. It replaces Positive Behaviour Support:

Positive Behaviour Support (PBS) is based on the idea that if a child has a behaviour of concern they are trying to tell you something. They are not being bold or naughty. PBS is an effective process to understand 'the message' the child is trying to tell us so that a plan can be put in place.

School Wide Positive Behaviour Support (SWPBS) takes PBS a step further, in that it uses a tiered approach to improve classroom and school climate, in order to help each child reach their potential.

Our school endeavours to create an approach that aims to eliminate the use of aversive and restrictive practices while instead focusing upon preventing problem behaviour from occurring, teaching important skills, reinforcing appropriate behaviours, intervening by finding the hidden message of the behaviour of concern and responding functionally (to the message of the behaviour) in order to reduce the episodic severity of an incident. We teach another time.

## **2. Rationale**

St. Anne's Special School recognises that, essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- Each student as a unique individual and as such their right to respect and dignity is upheld at all times
- Each student has a right to learn and work in a safe environment
- Each student has a right to be protected from any form of abuse or harm, assault or violence
- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all staff to safely support the student in a safe environment

The St. Anne's Code of Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful interactions.

It outlines a consistent standard of behaviour for the school community, inclusive of students, staff, parents/guardians and Board of Management (BOM). The Code has been developed to deliver the best possible outcomes for students, recognising the close relationship between learning, achievement and behaviour.

The Code of Behaviour is to be used as a basis for providing:

- positive support to promote individualised high standards of achievement and behaviour
- clearly articulated responses and sanctions for inappropriate behavior

### **3. Relationships to School Ethos**

St. Anne's strives to provide a student friendly, secure environment that caters for the individual needs of all of the students as far as is practicable where respect is fostered in a culture which values diversity and difference in accordance with:

- St. Anne's School Enrolment Policy (See Section 19; 19.1-19.10)
- Anti-bullying Policy
- Dignity at work policy
- Health and Safety policy, and any other school policies as deemed appropriate.

### **4. Aims and Objectives**

- To allow the school to function in an orderly and harmonious way
- To enhance the learning environment where students can make progress in all aspects of their development
- To create an atmosphere of respect, tolerance and consideration for others
- To provide guidance for students, teachers and parents on Positive Behaviour Support
- To promote positive behaviour and self-discipline recognising the differences between students and the need to accommodate these differences
- To ensure the safety and well-being of all members of the school community
- 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
- To ensure that the system of rules, rewards and sanctions are implemented in a fair, consistent and equal manner
- To build positive relationships of mutual respect among students, staff and parents/guardians

### **5. Procedures**

Drawn up in consultation with the TUSLA (TESS) guidelines, the Code of Behaviour clearly outlines each step of the procedure, timeframes for implementation and specific documents to be used for recording the necessary data.

### **6. Roles and Responsibilities**

Each member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasizing positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to their individual differences. Appropriate behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

#### **6.1 Board of Management's Responsibilities**

- Provide a safe environment for staff and students
- Access and facilitate relevant staff training and support
- Support the Principal and staff in implementing this policy

The adults encountered by the students at school have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the students.

## **6.2 Principal's Responsibilities**

- Promote a Positive Behaviour Support culture in the school
- Ensure that this policy is implemented in a fair and consistent manner
- Arrange for review of this policy, as required
- Communicate with Parents

## **6.3 Staff Responsibilities**

- Support the Principal in implementing the school's Positive Behaviour Support and Wellbeing Policy
- Promote and implement Positive Behaviour Support in the classroom and in the school

## **6.4 Teachers Responsibilities**

- Create a positive learning environment that facilitates, encourages and reinforces good behaviour, teaches skills and is attentive to difficulties the child may experience.
- Record as appropriate any behaviour of concern that may require further support and use this information to adapt the child's supports as appropriate
- When an incident of behaviour of concern has been witnessed by another pupil(s) it is the teacher's responsibility to acknowledge the behaviour/s and give pupils support to discuss their feelings or anxieties after witnessing such behaviours/ incident. If a safeguarding report is required, please complete this.
- Review incident reports with the class team in order to enhance the support provided for the child/class.
- Write or participate in the development of a Positive Behaviour Support plan (or PBS toolkit) which includes parental/SNA input, and is based on the 'function' or 'message' of the behaviour.
- Each PBS plan/ (or toolkit) should include skills teaching, adaptations to the environment (physical, interpersonal and programme practice) focused or direct interventions (which may include trigger control, rewards, behaviour targets, rules) and resolution /de-escalation strategies (based on the function /message of the behaviour) when planning for class/individual pupil.
- Include behaviour targets when planning for class/individual student
- Communicate with parents/guardians regularly
- Keep records as deemed appropriate (see Appendices)

## **6.5 Students' Responsibilities**

Students are encouraged and supported to;

- Understand and practice the school rules
- Cooperate with the school staff
- Treat other members of the schools community with respect

## **6.6 Parents/Guardians' Responsibilities**

- Support the implementation of the Positive Behaviour Support and Wellbeing Policy
- Communicate with the school in relation to any issues which may affect their child's behaviour or general well-being

## **7. Methods of ongoing communication**

Communicating with parents is central to maintaining a positive approach to all issues concerning their child's well-being and education. Parents and teachers should develop a joint strategy to address support needs, specific difficulties, in addition to sharing an agreed approach which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school.

Parents are encouraged to talk in confidence to teachers about any significant developments in their child's life which may affect their child's behaviour and well-being.

The following methods are used at all levels with the school:

- Informal parent/teacher meetings and formal parent/teacher (Planning IEP and end of year);
- Phone calls from school to home and home to school;
- Daily communication notes; (for some students - following consultation with parents/guardians) Ref. Sample Daily Communication Note (Appendix 4);
- Letters/notes from school to home and home to school;
- Text a parent;
- School Website.

## **8. Limitations and utilisation**

This document is not designed to list all the possible interventions and supports we provide to support Positive Behaviour Support but to serve as a general guide to the pupil, the teacher, the principal and parents/guardians of pupils to ensure each pupil's individual needs are supported.



## **9. School Behaviour Code for staff and students**

- **We always try our best**
- **We are kind and helpful to everyone in our school**
- **We look after our belongings and our school work**
- **We listen when someone is speaking**
- **We follow our classroom rules**

The School adopts a Continuum of Support model which is used to address behaviour challenges that pupils may display in the classroom. Positive Behaviour Support strategies for pupils will be developed based on their needs at Classroom Support, School Support or School Support Plus level. Further detail can be found in St Anne's Continuum of Support Policy.

Data is collected in order to monitor, review and adjust classroom/school plans for students. All classroom/school support plans emphasise positive interventions and replacement skills teaching while taking into account safety for staff and pupils. Crisis management and emergency procedures may be specified in a support plan if deemed necessary.

## **10. Why challenging behaviour may occur.**

There are many reasons why children behave in a challenging manner. Therefore, identifying why they do so can be the key to finding a solution to the problems caused by the behaviour. This analysis must include a consideration of the behaviour and the context in which it occurs.

Children with communication difficulties may engage in behaviour of concern. If a child is unable to express his/her needs or wants because of a lack of understanding or ability to use language, inappropriate behaviour may be used to express those needs. In such cases, teaching a child to use acceptable ways to communicate his/her needs may form part of the solution.

Environmental factors may contribute to the problem. Children may react negatively to noise, heat and cold or to invasion of their space. Some children may be over sensitive to certain stimuli such as noise, and may therefore react by displaying behaviours of concern.

Attention-seeking is often identified as a cause of challenging behaviour, why does the child need to seek attention in this way. Some children may be unable to manage a particular task and may be frustrated or bored. Attention-seeking behaviour can also be a learned behaviour which has been effective in the past in ensuring that children gets the outcome they want. Even negative attention can be motivating for some children, especially if they feel that this is the only attention they receive.

Behaviours of concern may have an underlying medical cause or reason, such as pain, illness or sensory difficulties.

## 11. Behaviours of concern

Behavioural, emotional and/or social difficulties (BESD) are defined by NEPS 2010 as follows:

*"difficulties which a young person is experiencing which act as a barrier to their personal, social, cognitive and emotional development. These difficulties may be communicated through internalising and/or externalising behaviours. Relationships with self, others and community may be affected and the difficulties may interfere with the pupil's own personal and educational development or that of others. The contexts within which difficulties occur must always be considered, and may include the classroom, school, family, community and cultural settings."*

All everyday instances of a minor nature are supported by the class teacher in line with the classroom behaviour management plan. In cases of unresolved behavioural/emotional and or social difficulties or single instances of a behaviour of concern causing significant harm to either the pupil themselves or others, parents will be involved at an early stage and invited to meet the teacher and/or the Principal to discuss their child's behavioural needs and wellbeing.

The behaviours listed below, while not exhaustive, may require additional support to ensure the message /function of the behaviour of concern is understood and may then be supported on an individual basis.

### *Examples of behaviours of concern*

- Behaviour that interferes with teaching and learning of any student in a continuous way
- Behaviour that impacts on the physical /emotional safety of an individual or a group or, staff member or school visitor

For example;

- Physically aggressive behaviour including hitting, spitting, pushing, punching, kicking, biting, scratching, pulling hair of other students or staff member
- Verbal Abuse such as shouting/screaming, name calling directed towards students or staff
- Destructive behaviour such as damaging or destruction of property, equipment etc. Throwing property, intentional breaking of equipment/resources
- Stealing
- Absconding from the school grounds or from school activities
- Bullying to the point where another student or staff member is upset or frightened (in all school related activities)
- Attempting to harm another student or staff member Non-compliant behaviour, refusal to co-operative Self-injurious behavior

While we endeavour to support each student to participate in the routine of the school with the necessary supports to do so, we recognise that, when implementing the policy, consideration must always be given to the level of understanding of the individual student. Behaviour that interferes with the rights of others to learn and to feel safe always requires support.

Positive Behaviour Support considers each child's message and needs. Behaviour that interferes with the rights of others to learn and to feel safe may also be a safeguarding concern and each pupil will be supported in accordance with this policy and Children's First policy.

## **12. Interventions and Supports**

All interventions and supports for each pupil will be functionally informed (as in the message of the behaviour is known) to support the pupil as they learn new ways to communicate the 'message' of their behaviour of concern. It should be the behaviour rather than the pupil that is the focus.

The following steps will be taken when pupils present with behaviour of concern. The focus is always on the function/message of the behaviour to reduce the episodic severity of the situation and to resolve the situation as quickly as possible. We can teach another time.

The list is by no means exhaustive. Teachers may put in place alternative measures (implement the Positive Behaviour Support plan(or toolkit) for example) bearing in mind the 'function' of the behaviour of concern and the individual supports in place for a particular pupil.

- Use active listening to try and understand the 'message' function of the behaviour of concern; and name this; if you can 'meet' the 'message' of the behaviour this will support the student to be less distressed and help them calm.
- Use of total communication methodology (Speech, LAMH, Pictures, Objects, Alternative Adaptive Communication Aids /Technology)
- Remind the pupil of the rule
- Use first - then approach (to let the student know what is happening next)
- Offer the pupil a break, direct them to their choice board for example;
- Problem solve and/or offer the pupil a choice
- Offer the pupil another preferred environment/activity/person etc.
- Communication with parents to help 'find the message' of the behaviour of concern (Letter or phone call home)
- Talk to /Referral to Principal for advice on further supports
- Principal communicates with parents in writing
- Use of in-school suspension
- Exclusion (Suspension or Expulsion) from school in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000)



All responses to a pupil's behaviour of concern must be functionally based, respectful, age and ability appropriate, and should never escalate a child's behaviour, never be aversive and /or never punish the child or impact on their physical or emotional well-being.

### **13. Crisis management**

Episodes of challenging behaviour may occur from time to time at varying levels of intensity. At all times, the health and safety of all pupils and staff is our priority. In particular, when pupils are participating in activities outside school, a risk assessment is carried out and extra precautions are put in place. If a pupil presents with behaviours of concern which pose a threat to him/herself or others while on an outing further outings shall be suspended until a further risk assessment can be completed for that student.

Emergency procedures may be specified in the behaviour support plan if required. The protection of the health and safety of the person with whom intervention is taken should be paramount in the decision as to which emergency procedure is used.

Following a critical incident that warrants the completion of an incident report as per reporting procedure criteria, parents are to be informed and given access to the incident form completed. School copies of incident report forms are maintained and filed in the office.

### **14. Physical Intervention**

It is recognised that the majority of pupils in the school respond positively to behaviour management strategies. However, the Board recognises that in exceptional circumstances, to address health and safety concerns, staff may need to take action in situations where the use of reasonable force may be required. St Anne's School recognises that physical interventions are only part of a whole-school approach to behaviour management, and that physical interventions should only be used as a last resort when all other strategies have failed.

Every effort will be made by the Board of Management of St Anne's School to ensure that all staff in the school clearly understand both this policy and their responsibility to use the minimum level of force necessary to deal with a particular situation.

Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- Placing him/herself at risk;
- Placing other pupils or staff at risk;
- Behaviour leading to damage to property where that damage may lead to placing the pupil, staff or other pupils at risk.

#### **14.1 Professional Crisis Management (PCM)**

The code of crisis management researched and approved by our Board of Management is that of the Professional Crisis Management Association (PCMA). PCM is a complete and fully integrated system that allows trained staff to manage crisis situations effectively, safely and with dignity. It is approved by the British Institute for Learning Disabilities.

Three modes of response may be put into operation:

- Transportation – physically moving a student from one area to another.
- Vertical immobilisations – physically suspending the movement of a student in a standing position.

All staff implementing PCM will be fully trained and will be subject to annual recertification in order to continue practicing PCM.

#### **14.2 Procedures for use of PCM**

Professional Crisis Management (PCM) procedures are reactive strategies and will be used only in specific and planned crisis situations. The Board of Management has defined the following strict protocol relating to their use at St Anne's School:

- a) PCM procedures may be used on rare occasions in the event of an emergency where an exceptional response<sup>1</sup> is deemed necessary to ensure that the school fulfils its duty of care in maintaining the safety of staff and students.
- b) Should a PCM procedure be used in the event of an emergency, its use will be recorded on a PCM Incident Report Form, detailing who was involved, what behaviour occurred and the procedure that was used. Data will be recorded that demonstrates the effect of this procedure on the student's behaviour. The parents/guardians of the child involved will be notified of the use of PCM for their child as soon as possible on the day of the incident and given a copy of the PCM Incident Report Form.
- c) The school principal may recommend that PCM procedures be incorporated into a student's PBSP once all other intervention strategies have been considered. In this case, written consent will be sought from the child's parents/guardians following a meeting in the school at which it will be explained to the parents/guardians which specific PCM procedure and protocol are to be used for their child. The student's class team will identify the least restrictive procedure that will maintain the safety of the student and all those around the student at a given time.
- d) PCM procedures will be incorporated into a child's PBSP only under the strict guidance of the school's principal/PCM coordinator. Regular reviews will be conducted with the principal, staff and parents/guardians.
- e) The school's PCM coordinator is required to prepare a report for each meeting of the Board of Management, detailing the use of any PCM procedures in the previous period.
- f) Any abuse of PCM procedures will be regarded as gross misconduct.

#### **15. Participating in out of school activities**

Students involved in such activities are supported to behave in accordance with the school Positive Behaviour Support and Wellbeing Policy during these times. Staff will complete risk assessments in accordance with Health and Safety requirements prior to arranging such activities.

#### **16. Involvement of outside Agencies**

For students engaging in behaviours of concern the school may seek advice and support from external agencies such as the Kildare and Wicklow Network Disability Teams and/or CAMHS, the National Council for Special Education (NCSE) and the Department of Education.

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<sup>1</sup> **Exceptional Response:** An exceptional response may be required in situations where there is a clear and immediate risk to the health and safety of the child/ young person or that of others. In such circumstances, immediate intervention may be considered necessary in order to manage the risk to the student and staff. This is referred to as an exceptional response.



## **17. School Procedure in relation to serious sanctions.**

An effective disciplinary consequence is one that reduces or stops the negative behaviour. Given the profile of our students, it is the objective of the school to use sanctions such as expulsion or suspension as a measure of last resort only. It is hoped that in the vast majority of cases, the school's positive behaviour management strategies will remove any need for such measures. In rare cases, the Board recognises that it may have no alternative but to suspend a student or, in extreme cases, to expel a student.

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school, parents/guardians and NDT will be fully utilised.

**The school will apply a Continuum of Support for supporting students with behaviours of concern but, where behaviour is sufficiently serious, suspension or expulsion may be invoked immediately without any attempt to manage behaviour using less serious measures.**

At any stage the Board of Management may make the decision to place the student on a reduced day in the interests of Health and Safety.

## **18. Suspension**

This stage of the school procedure for implementing sanctions is normally used on health and safety grounds on the occurrence of serious behaviour that poses a risk to the student concerned or to other students and/or staff.

Suspension should be a proportionate response to the behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why these have not worked. The decision to suspend a student requires serious grounds such as that:

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

A single incident of serious misconduct may be grounds for suspension.

If there is a continuum of ongoing serious or harmful behaviour, or if there is a single incident of highly dangerous behaviour, the school principal will place the student on suspension and request a meeting with the parents/guardians of the student in question. This meeting will also be attended by the teacher/or Deputy Principal. Minutes will be kept of this meeting. In the event that parents do not attend this meeting, the school principal will write to parents/guardians to inform them of the suspension.

If considered warranted, the school principal reserves the right to suspend the student for 3 days initially. In the event that a student is to be suspended for 3 days, the school principal will also inform parents/guardians in writing of this decision.

**The power of suspension has been formally delegated to the school principal by the St. Anne's Special School Board of Management and that delegation is hereby confirmed.**

In certain circumstances, e.g. where it is not possible to call a Board of Management meeting in a timely fashion, the school principal, with the approval of the Chairperson of the Board of Management, may suspend a pupil for 5 school days.

Suspension may also be implemented on health and safety grounds pending clinical recommendations and behavioural support from the relevant clinical service.

Suspension may also be invoked in order to direct a student to absent themselves from school premises for a particular period for reasons including but not limited to health and safety concerns for other members of the school community or for administrative reasons pending the investigation of particular issue.

A meeting of the Board of Management may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with the Rules for National Schools and Section 23 of the Education (Welfare) Act 2000.

As soon as possible after the decision to suspend has been taken, the Principal should notify the parents/guardians and the student in writing of the decision to suspend. The letter should confirm:

- the period of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- the arrangements for returning to school, including any commitments to be entered into by the student and the parents/guardians (for example, parents/guardians might be asked to reaffirm their commitment to the Code of Behaviour)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Skills (DES) (Education Act 1998, section 29).

In the event of a student being suspended, the school will notify school transport of this fact and the agreed date of return to school for the student.

## **19. Removal of suspension (reinstatement)**

At this stage it may be clear that the student requires additional resources that are outside of the schools capacity. In consultation with parents/guardians, the NOT and the BOM, an application will be made to the, NCSE, the DE and the SENO for any additional resources required. This is not exhaustive and may include some or all of the following and may be for a short or sustained period of time:

- Additional SNA support
- Any other clinical supports as deemed necessary by the Board of Management
- Additional support from individualised escort on school transport
- Individualised transport
- Individualised teaching support
- Access to own classroom and accompanying teacher/SNA support.

If any of the above resources are not granted to the school following application or, if there is a delay in accessing any of those recommended, suspension may/will continue in line with Section 18.1 of this policy

The school Principal must be satisfied that the students reinstatement will not constitute a risk to the students own safety or that of the other students or staff.

In the event that the school principal is not satisfied that the student's reinstatement will not constitute a risk to the students own safety or that of the other students or staff, the parent(s)/guardian(s) will be advised to appeal to the Board of Management in writing. A Board meeting will be called, at the earliest opportunity, to review this. The student may be required to remain at home during this period.

In the event of the student's return to school, a revised Positive Behaviour Support Plan or Crisis Management Plan for the student will be required prior to re-admitting the student formally to the class. However, if all resources and supports are in place and the BOM is of the opinion that the school has exhausted all reasonable accommodations and resources, and the student still presents as a significant disruption to other members of the school community, then expulsion may follow.

## **20. Appeal**

Parents/guardians of a student who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.



## **21. Report to the Educational Welfare Officer (EWO)**

The Principal/Deputy Principal is required to report suspensions to the Educational Welfare Officer (EWO).

## **22. Expulsion**

This procedure may be used in an extreme case, in accordance with the principles set out below and with Section 23 of the Education (Welfare) Act 2000.

## **23. Grounds for expulsion:**

- 23.1** The students' behavior is a consistent cause of significant disruption to the learning of others or to the teaching process.
- 23.2** Continued presence of the student in the school constitutes a real and significant threat to the students own safety and well being.
- 23.3** Continued presence of the student constitutes a real and significant threat to the safety and well being of others.
- 23.4** Sexual assault
- 23.5** Possession of and /or supplying illegal drugs
- 23.6** Actual violence or physical assault against another student or member of staff.
- 23.7** Attempted violence or physical assault against another student or member of staff
- 23.8** Attempted self-harm resulting in the occurrence of potentially serious physical injury where the school judges that it can no longer meet the student's needs by adequately providing for the students' health, safety and well-being when at school
- 23.9** Actual self-harm resulting in the occurrence of serious physical injury where the school judges that it can no longer meet the student's' needs by adequately providing for the students' health, safety and well-being when at school

## **24. Procedure in respect of expulsion:**

- 24.1** Detailed investigation of incident(s) by school principal including interviews with all relevant parties, witnesses and the alleged wrongdoer.
- 24.2** Provision of written report by Principal to Board of Management outlining the facts of the matter as ascertained by the Principal and the Principal's recommendations in relation to sanctions.
- 24.3** The Principal's report should be furnished to the parents/guardians of the student at least 5 working days before the hearing referred to below or, at any rate, sufficient time must be allowed to them to review the report and be aware of what allegations are being investigated as part of this process. If statements have been taken as part of the investigation or evidence gathered, the parents/guardians are entitled to copies of such statements (unless the statement

has been given in confidence and on the understanding that it will not be shared with the student and/or their parents/guardians) and details about the evidence which will be considered by the Board of Management.

- 24.4** The Board of Management considers the school Principal's report and recommendations and holds a hearing at which the students' parents/guardian can make submissions and ask questions of the Principal.
- 24.5** The Board of Management considers if the expulsion is appropriate in light of the factors:
- i. The nature, scale and persistence of the behaviour in question
  - ii. The effect of the behaviour on the school community (staff and students)
  - iii. The previous behaviour and conduct of the student
  - iv. If appropriate, any attempts by the student to reform their behaviour .
  - v. Attempts (short of expulsion) made by the Principal/ NOT/staff to divert, correct or check the behaviour and the effectiveness of those attempts
  - vi. The duty of the school to provide an education for its students and whether the continued enrolment of the student affects or limits the Board's ability to discharge this duty.
  - vii. The duty of care owed by the school to its employees, students and to visitors to the school and whether the continued enrolment of the student affects or limits the Board's ability to meet this duty of care.
- 24.6** Based on the foregoing considerations, any submissions from the parents/guardians and the Principal's Report, the Board then makes a decision as to whether or not to exclude the student.
- 24.7** If the Board of Management recommends expulsion, the Board of Management will propose a date on which the expulsion will become effective which will allow a 20 school day period from the date on which the Education Welfare Officer is notified of the proposed expulsions.
- 24.8** The Board of Management will give consideration as to whether the absence of the student from school during the 20 school day EWO notification period. If so, the Board may impose a 20 school day suspension on the student.
- 24.9** The Education Welfare Officer is informed of the proposal to expel the student and the effective date of that proposal.
- 24.10** Parents/guardians of the student are informed of their rights to invoke a Section 29 appeal under the Education Act 1998.
- 24.11** The Education Welfare Officer arranges consultations with the appropriate parties.
- 24.12** Confirmation of the decision of the Board of Management (and if relevant, the effective date of the expulsion) is sent in writing by registered post or a recorded delivery method to the parents/guardians of the student.

## **25. Appeals**

In all cases involving suspension by the Board of Management/Principal, the parent(s)/guardian(s) have the right of appeal to the Board of Management. Under section 29 of the Education Act, 1998, parent(s)/guardian(s) (or students' 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 of the decision of the school was notified to the parents/guardians or student (see Circular 22/02).

## **26. Pupil Absences from School**

Parents/guardians should inform the school of their child's absences from school by sending in a written explanation by note or in the home work journal. This complies with their obligations under the Educational (Welfare) Act (2000). Please note that the school is obliged to record and report all absences and reasons for absences and to report in them to TUSLA (TESS).

## **27. Keeping records**

In line with the school's policy on record keeping, and data protection legislation, records of behaviour are compiled by the teacher, psychologist and behaviour specialist where appropriate.

- i. Records are written in a factual and impartial manner.
- ii. The teacher report includes a section on behaviour where positive and negative behaviour is noted.
- iii. Serious incidents of inappropriate behaviour are reported immediately to the Principal.
- iv. Parents/guardians are kept informed regarding behaviour issues during the year.
- v. In general inappropriate behaviour on the playground/lunchroom is dealt with on the spot by staff on duty. Verbal reports of behaviour are only given to the class teacher if necessary.
- vi. All DES documentation relating to behaviour is kept in the Principal's office and regularly updated as appropriate
- vii. All updated medical records to be securely stored in the nurses office

## **28. Implementation and Review**

The Code of Behaviour will be implemented following staff training and will be reviewed in June 2023 or as required prior to this date. Thereafter it will be reviewed on a two yearly basis, unless unforeseen changes to the NDT or school set up dictate otherwise.

## 29. Evaluation

The Schools Continuum of Support offers a means of evaluation by clearly outlining roles and responsibilities and documentation to be used at each stage of the plan. Failure to progress at any stage should be documented and brought to the attention of the Principal, the Board of Management and the Special Education Needs Organiser (SENO) where necessary.

## 30. Ratification and Communication

*This Code of Behaviour was reviewed in December 2019 and revised. It was formally adopted by the Board of Management on the 12<sup>th</sup> of December 2019. This policy was revised following training of staff in PCM and revised to include procedures relating to PCM on 27<sup>th</sup> June 2023.*

The contents of the Code and its Policy will be communicated to the students, parents and staff by the following means;

- A copy will be put on the Schools Web site and Alladdin
- Through the enrolment process (new parents/new guardians)
- School website
- Staff meetings and staff inductions
- Copies available to all staff in each class

SIGNED: Cathryn Maynes  
Chairperson Board of Management

DATE: 27th June 2023

SIGNED: Adel Ball  
Principal

DATE: 27/6/23