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| **Code of Behaviour Policy** |

## Introduction

The Central Remedial Clinic School is a Special National School operating under the Department of Education and Skills (DES) “Rules for National Schools” and relevant DES circulars and directives. The CRC School is under the patronage of The Central Remedial Clinic. The CRC School is managed by a Board of Management (BOM) representing the patron, parents/guardians, school staff and the community. The CRC School provides education for pupils who have a physical disability and multiple disabilities (including a physical disability).

It is a non-denominational and coeducational school providing educational programmes for pupils aged 3 years to 18 years of age.

The Code of Behaviour is informed by the following policy documents:

* Education Act 1998
* Education (Welfare) Act 2000
* Equal Status Act 2000- 2004
* Education of Persons With Special Needs Act 2004
* Developing a Code of Behaviour: Guidelines for Schools (NEWB 2008)
* Children First: National Guidance for the Protection and Welfare of Children (Department of Children and Youth Affairs 2017)
* DES Child Protection Procedures for Primary and Post Primary Schools (Department of Education and Skills 2017)
* Guidelines on Managing Safety, Health and Welfare in Primary Schools (Health and Safety Authority 2013)
* Circular 81/17 (Department of Education and Skills 2017)
* Admissions To School Act 2018
* Circular 07/20 (Department of Education and Skills 2020)
* CRC School Safety Statement 2018
* Challenging Behaviour Policy (CRC 2016)
* Child Protection and Welfare Policy and Protection (CRC 2016)

A Code of Behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

## School Ethos

The CRC School aims to maximise the opportunities for our pupils to develop their independence skills in thinking, communicating and living.

The CRC School encourages all pupils to reach their potential educationally, emotionally, physically and socially in an environment that is safe and inclusive.

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 high standards of behaviour throughout the school and all members of the school community strive to achieve this in a caring and positive environment.

## Behaviour and Our School Community

# The school community is committed to advancing the understanding of behaviour and the development of skills for promoting positive behaviour. The school has begun rolling out PETMA (Professional Ethical Therapeutic Management of Aggression). It is aimed to facilitate training for all staff members throughout the school year while at the same time reducing the impact on staffing levels within the class. *(See Appendix A)*

The safety and well-being of pupils and staff is a key concern for the school and BOM. All members of the school community are expected to engage with each other in a manner that is positive and respectful. All children are required to comply with the Code of Behaviour. However, the intellectual ability, age and stage of development will be borne in mind. A copy of the Code of Behaviour is available from the school office or online at [www.crcschool.scoilnet.ie](http://www.crcschool.scoilnet.ie).

The school recognises that Behaviour Support Plans (BSP) may be put in place for individual pupils. Professional advice from other departments may be sought in drawing up such plans by the principal and class teacher with the permission of parents/guardians. These professionals include may include psychologist, occupational therapist, speech and language therapist, physiotherapy psychologist. Parent/guardian involvement will also be key to the success of such plans in school (and at home if required).

Staff should be aware of modelling good practice in class, throughout the school and while on trips. Staff should remind children of rules on a regular basis.

## Standards of Behaviour

The most effective method in managing behaviour that is challenging, is to try to understand it and prevent it from happening in the first place. All members of the school community are expected to behave in ways that show respect for others. Behaviour will strive to reflect such values as kindness, respect, courtesy, fairness, forgiveness and respectful ways of resolving difficulties and conflict. Standards are also a way of showing what is not acceptable in school, for example behaviour that is hurtful or unkind or that interferes with teaching and learning.

Promoting high standards is the central aim of this code. Staff need a range of strategies to promote good behaviour at class and school level. A Code of Behaviour works well when there are good and trusting relationships between teachers, SNAs, parents/guardians and the wider community.

## Aims of the Code of Behaviour

* To provide a safe and secure learning environment for all our pupils.
* To equip pupils with the skills to respond appropriately to situations that might infringe on their rights/safety.
* To create an atmosphere of respect, tolerance and consideration for others.
* To promote positive behaviour and self-discipline.
* To teach, foster and encourage socially acceptable behaviour within the school and the community at large.
* To ensure a system of rules, rewards, consequences and sanctions is implemented in as fair a manner as possible throughout the school relevant to the needs of each individual pupil.
* To assist staff, parents/guardians and pupils to understand the systems and procedures that form part of the Code of Behaviour.
* To seek the cooperation of staff, parents/guardians and pupils to apply the systems and procedures.

## Guiding Principles of the Code of Behaviour

* Meeting the individual needs of the pupils
* Recognising that differences exist between children and that these differences need to be tolerated.
* A greater emphasis on reward than sanctions.
* The Code of Behaviour is operated with sensitivity and consistency.
* Children need to be aware of what is expected of them and to be involved in formulating class rules.

## Roles and Responsibilities

It is the responsibility of the school’s BOM, the principal, the staff and the pupils to work together to create a positive school climate that will support and promote positive behaviour.

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

**The Principal** has the overall responsibility for day to day discipline and running of the school. Any concerns with regard to behaviour issues should be reported to the principal. S/he will ensure that the implementation of strategies, Behaviour Support Plans (BSPs) are fair and appropriate. S/he will arrange for a review of the Code as required.

**Deputy Principal supports the principal in the implementation of the Code of Behaviour. In the absence of the principal, s/he act on behalf of the principal.**

**Teachers are responsible for the maintenance of discipline within their own class while sharing a common responsibility for good order within the school premises. This includes lunchtime and dismissal at the end of the school day. Teachers promote positive behaviour throughout the school day in line with best practice and/or pupil’s BSP. Where possible, teachers guide and refer pupils towards the agreement of Class Rules at the beginning of the school year. These rules are positive and relevant to the abilities of the pupils in each class. Teachers report any concerns regarding pupil behaviour to the principal, as they occur.**

**Special Needs Assistants (SNAs)** support the teachers at all times, modelling and consistently supporting positive behaviour management in line with BSPs and/or accepted best practice. They assist pupils in their care needs to enable them to work successfully to the best of their ability. SNAs may also be involved in record keeping e.g. ABC charts or challenging behaviour reports. This will always be under the guidance of the class teacher.

**Nursing Staff** who provide nursing care or therapy services for pupils are also an integral part of the school-wide consistent approach to positive behaviour. Under the guidance of the class teacher, nursing staff will support positive behaviour management in line with BSPs and/or best practice.

**CRC Multi-Disciplinary Team (MDT) includes the clinical team that supports pupils in this school. It is made up of qualified clinicians and social workers who also use positive behaviour management strategies in their work on behalf of pupils. With the agreement of parents / guardians, members of the MDT can be requested to support the pupil, school and / or family through the development of Behaviour Support Plans i.e. plans for supporting and managing the behaviour of pupils who are experiencing particular difficulties.**

**Bus Escorts** are advised of how to best promote positive behaviour. They take their lead from class teachers/SNAs regarding positive behaviour support. Where appropriate they can be made aware of BSPs.

**Third Level Students on placement** are advised of how to best promote positive behaviour. They take their lead from class teachers/SNAs regarding positive behaviour support. Where appropriate they can be made aware of BSPs.

**Regular Volunteers (including TY students on placement)** are advised of how to best promote positive behaviour. They take their lead from class teachers/SNAs regarding positive behaviour support. Where appropriate they can be made aware of BSPs.

**Parents/Guardians** play a crucial role in encouraging positive behaviour in school. The school can more easily implement a policy on behaviour and discipline if it is produced in collaboration with parents/guardians. It is expected that parents/guardians will actively support the school Code of Behaviour.

Parent/Guardians will be consulted when the Code of Behaviour is reviewed. Parents/Guardians can familiarise themselves with the Code of Behaviour and encourage their children to behave accordingly. They should communicate with the school in relation to any problem which may affect their child’s behaviour.

1. **Communication with Parent/Guardians**

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy 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. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents are encouraged to talk in confidence to teachers about any significant developments in a child’s life (in the past or present), which may affect the child’s behaviour.

The following methods of communication are to be used within the school:

* Informal meetings
* Meet and Greet meetings
* Parent/teacher meetings
* IEP meetings
* Transfer / Leavers meetings
* Phone call (before or after school hours)
* ‘SeeSaw’ app
* Children’s communication copies
* Letters/notes from school to home and from home to school
* School notice board
* Newsletters
* School web-site
* E-mails
* TextaParent service.

1. **School Attendance**

Regular attendance in school helps apupil to make and maintain friendships and be fully included in the life of the school. Parents are required to notify the school if a pupil is absent for any reason.

The procedures to be followed by parents in relation to a pupil’s absence are:

* Parents must let the school know of their child’s absence for any reason
* Parents must inform the school on the first day of absence by phoning or emailing the school office or the class teacher
* Parents need to give detailed information to the school about the reasons for absence following a period of absence
* Failure to notify the school about a pupil’s absence may be followed up by a phone call if deemed necessary

The school operates fully with the requirements of the Education (Welfare) Act in reporting pupil’s attendance and absences from school.

## Plan to Promote Positive Behaviour

A whole school approach will help to create, maintain and foster a positive school climate that will support and promote good behaviour. CRC School strives to create and maintain a positive school environment by:

* Creating a positive attitude towards pupils at all times
* Creating and maintaining a calm, structured environment in all aspects of school life
* Promote self-esteem amongst the pupils at all times
* Create a sense of fairness and consistency by taking understanding and functional abilities of pupils into account
* Making rules that include ‘can do’ statements rather than ‘do not’ in a language that is appropriate to the pupil’s level of understanding
* Using circle time and other school settings to encourage and model positive behaviour
* Using positive, affirming language that is at the pupil’s level of understanding
* Stating clear boundaries for acceptable behaviour
* Considering/adapting the classroom environment, for example
  + personal work stations
  + proximity to other stations
  + sensory needs of pupils
  + proximity to teacher/SNA etc.
* Differential programmes to meet individual needs of pupils. All pupils have an Individual Education Plan (IEP).

## Encouraging and Promoting Positive Behaviour

The day-to-day excellence of school management and classroom teaching will enable most pupils to behave in ways that support their own learning and development. Teachers and other school staff also need a range of strategies for promoting good behaviour at class and school level. There should be consistency across the teaching team as to how best to promote good behaviour.

Pupils are more likely to behave well when:

* + - they are given responsibility in the school and are involved in the development of the code of behaviour
    - they understand why the code is important and their part in making it work
    - they can see that the code works in a fair way
    - there are standards that set high expectations for pupil behaviour
    - the standards are clear, consistent and widely understood
    - parents support the school by encouraging good learning behaviour
    - there are good relationships between teachers, parents and pupils and a happy school atmosphere
    - adults model the behaviour that is expected from pupils.

Other strategies to encourage and promote good behaviour include:

* + - positive everyday interactions between teachers and pupils
    - good school and class routines
    - clear boundaries and rules for pupils
    - helping pupils themselves to recognise and affirm good learning behaviour
    - recognising and giving positive feedback about behaviour
    - exploring with pupils how people should treat each other
    - involving pupils in the preparation of the school and classroom rules.

## Incentives for Positive Behaviour

We acknowledge that pupils in the CRC School may need to be taught how to relate cause and effects of behaviour in more tangible ways for example through pictures or role play. We also recognise that they may use a variety of approaches to internalise and learn new skills. Pupils will be encouraged, praised and listened to by adults in the school community. Praise will be earned for positive behaviour as well as good work. SPHE lessons at all levels promote the teaching of positive behaviour.

The following are samples of how praise/incentives may be given:

* A gesture or quiet word to show approval
* A word of praise in front of class or larger group
* A note/phone call/message home to parents/guardians
* Visit to another staff member/principal for commendation
* Choice of favourite activity/extra play time
* Merit system – sticker/star
* Delegation of special responsibility or privilege – message or a job
* Receipt of certificate – award in weekly assembly
* Golden time awarded
* Buddy system/peer mentoring/support

## School Rules

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. In order for a school to function efficiently, it is necessary that rules are clearly stated and are enforced consistently and fairly with a focus on the following:

* Respect for self and others
* Respect other pupils and their learning
* Respect for others property

The rules are presented and reinforced with some pupils in language appropriate to their needs e.g.

* Good listening
* Good waiting
* Good sitting
* Good looking
* Kind hands / feet
* Quiet hands / feet
* Indoor / outdoor voice

## Class Rules

Each class teacher will develop their own simple rules in conjunction with their class. Rules use language appropriate to the age and ability of the pupils. If pupils have some responsibility for generating class rules, they are likely to understand and abide by them. All class personnel will assist in the implementation of the class rules. They will then be communicated to parents/guardians and a request to sign. (See Appendix G)

## Understanding Behaviours

Learning, relationships and behaviour are inextricably linked. Good behaviour is an outcome of effective learning and good relationships, as well as an influence on how pupils learn.

* Behaviour has meaning. It is not random. It serves a purpose and has goals, though these goals may not be easy to recognise.
* Behaviour can be learned. This means it can change.
* Behaviour takes place within a particular context and in relation to other people. Understanding the context is central to understanding the behaviour.
* What teachers, other adults and other pupils do in response to a pupil’s behaviour is critical in influencing the choices pupils make about how they behave.
* Effective teaching and learning are closely linked to good behaviour.
* Positive acknowledgement is a very effective way of influencing and promoting good learning behaviour.
* The quality of relationships affects behaviour

It is useful to think about influences on behaviour in terms of factors primarily within the person and those that are external or interpersonal.

*Within-person* factors include:

* + - age and stage of development
    - personality and temperament
    - personal history and experience
    - physical, sensory or medical characteristics
    - skills, ability to learn
    - beliefs about self and others
    - resilience and self-efficacy.

*External and interpersonal* factors include:

* + - parental and family patterns and relationships
    - social networks, including friends and peer groups
    - neighbourhood and community factors
    - the status and standing of different groups in society
    - school factors
    - time, opportunity and support for personal and social development.

It is important that teachers believe that pupils’ behaviour can change and know what they can do to make this more likely. With a good understanding of behaviour in general, and with accurate observation and good analysis of particular behaviours, teachers can influence some of the factors involved in helping pupils to manage or change their behaviour.

Those factors include:

* + - motivation
    - goals
    - skills
    - previous experience of trying to change, especially experience of success
    - parental, family, teacher or other adult and peer support
    - incentive/reward.

## Record Keeping

A system of record keeping and behaviour monitoring will be implemented throughout the school by all teachers and SNAs under the direction of the class teacher, where and when appropriate. This will enable the school to balance subjective opinion with factual information about what is actually happening. It will also allow for patterns to be observed, gathering of factual objective data, triggers observed and reviewed. Class teachers can adapt recording sheets to suit their own needs but there will be some consistency throughout the school.

Record keeping will assist to:

* Be alerted to problems for particular pupils
* Show patterns or trends, e.g. time of day, location etc.
* Provide information with regard to successes
* Lead to possible solutions
* Check whether efforts to change behaviour are working

Behaviour recording can take the form of:

* ABC Observation Form (See Appendix B)
* Recording Disruptive Behaviour Frequency Chart (See Appendix C)
* Behaviour Tracker (See Appendix D)
* NIMS Event Form (See Appendix E)
* CRC School Incident Form (See Appendix F)

Positive responses by a pupil, and evidence of changed behaviour, should be recorded.

The Principal will monitor all records, in his / her role as the approver of all NIMS Forms. The Principal can request data analysis through the CRC Health and Safety Manager.

Records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003. The eight rules of data protection apply to personal records kept in school:

1. Obtain and process information fairly.
2. Keep it only for one or more specified, explicit and lawful purposes.
3. Use and disclose it only in ways compatible with these purposes.
4. Keep it safe and secure.
5. Keep it accurate, complete and up-to-date.
6. Ensure it is adequate, relevant and not excessive.
7. Retain it for no longer than is necessary for the purpose or purposes.

Give a copy of their personal data to an individual on request

## Unacceptable Behaviour

Different levels of unacceptable behaviours are recognised as minor (low), serious (medium) and gross (high). At all times, the health and safety of all pupils and staff is our priority. We understand that all behaviours including unacceptable behaviours are a form of communication.

Unacceptable behaviours may include but are not limited to:

* Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
* Threats or physical hurt to another person
* Behaviour that interferes with teaching and learning
* Identity-based name calling to do with race, gender, sexual orientation, religion etc.
* Damage to property
* Theft
* Substance misuse

Three levels of unacceptable behaviour are recognised: Minor (Low), Serious (Medium) and Gross (High).

Minor unacceptable behaviours: Everyday instances of a minor nature will be dealt with by the class teacher, member of the teaching staff, or S.N.A.s under the general direction of a teacher.

Serious or Gross unacceptable behaviours: Cases of repeated serious misbehaviour or single instances of gross misbehaviour will be relayed to the Principal. Parents will be involved at an early stage and invited to meet the teacher and/or the Principal to discuss their child’s behaviour. Aggressive, threatening or violent behaviour towards a staff member or pupil will be regarded as gross misbehaviour.

The following classroom strategies may be used by the teacher in cases of unacceptable behaviour:

* Remain calm, use a calm voice
* Use as few clear words as possible and visual prompts to reason with pupil
* Loss of privilege
* Temporary separation from peers within class under supervision
* Temporary separation from peers to another class under supervision
* Removal of free time (to finish work if appropriate)

1. **Sanctions**

All sanctions are decided upon by the class teacher, are a form of **positive intervention** and should be used **to help the pupil**. Sanctions or consequences must be applied consistently. The purpose of the sanction is to bring about a change in behaviour by:

* helping pupils to learn that their behaviour is unacceptable
* helping them to recognise the effect of their actions and behaviour on others
* helping pupils (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
* helping them to learn to take responsibility for their behaviour
* reinforce the boundaries set out in the code of behaviour
* signal to other pupils and to staff that their wellbeing is being protected
* prevent serious disruption of teaching and learning
* keep the pupil, or other pupils or adults, safe.

**All staff** will ensure that in applying any sanction outlined by the class teacher, the duty of care to the pupil is maintained e.g. the pupil must be fully supervised at all times and child protection guidelines observed. Sanctions shall relate as far as possible and be applied to as near as possible in time to the unacceptable behaviour. Where a Behavioural Support Plan is in place, agreed sanctions and consequences will be applied that are specific to the needs of that pupil.

* It should be made clear to the pupil why the sanction is being applied
* It should be made clear what changes in behaviour are required to avoid future sanctions
* **The focus of the sanction should be on the behaviour, not the pupil.**

## Interventions

Procedures for sanctioning pupils who display on-going unacceptable and challenging behaviours

* Teacher led classroom strategies as outlined above
* Communication with parent/guardian to advise on behaviour
* Referral to Principal
* Meeting between principal and parents/guardians
* Referral to MDT including psychology
* Suspension
* Expulsion.

1. **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. Incident forms can be obtained from the School Secretary. Once they are filled in by the relevant member of staff, the form/s need to be signed by the Principal/Deputy Principal.

For gross inappropriate behaviour including challenging behaviours that impact on the safety of pupils and staff, the Board of Management may need to consider suspension or expulsion according to procedures outlined in “Developing a Code of Behaviour - Guidelines for Schools, NEWB”.

1. **Suspension – School Procedures**

For the purpose of this document suspension is defined as:

*Requiring the pupil to absent himself/herself from the school for a specified, limited period of school days.* (Developing a Code of Behaviour, Guidelines for Schools – NEWB)

During the period of suspension, the pupil retains their place in the school. The Board of Management has the authority to suspend a pupil. This authority has been delegated to the Principal, by the BOM. The authority delegated to the Principal in respect of suspension has limits and the Principal is accountable to the BOM for her/his use of that authority.

The Principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000. Suspension should be a proportionate response to the behaviour that is causing concern and fair procedures must apply. Where the purpose of a proposed suspension is clearly identified, and that purpose cannot be achieved in any other way, suspension can have value. Suspensions can provide respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour.

Grounds for Suspension:

* The pupil’s continued presence in the school at this time constitutes a threat to the safety of himself/herself and/or others.
* The pupil’s behaviour has had a seriously detrimental effect on the education of other pupils
* The pupil is responsible for serious damage to property.

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

Factors considered before suspension:

* The nature and seriousness of the behaviour
* The context of the behaviour
* The impact of the behaviour
* The interventions tried to date
* Whether suspension is a proportionate response
* The possible impact of suspension

**Procedures in Respect of Suspension**

Schools are required by law to follow fair procedures when proposing to suspend a pupil. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school should observe the following procedures:

* + - inform the pupil and their parents about the complaint
    - give parents and pupil an opportunity to respond.

**Inform the Pupil and Parents**

Let the pupil and their parents know about the complaint, how it will be investigated, and that it could result in suspension.

Parents will be informed by phone or in writing, depending on the seriousness of the matter. Informing parents in writing has the benefit of ensuring that there is a formal and permanent record of having let parents know. It also ensures that parents are clear about what their son or 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.

**An Opportunity to Respond**

Parents and pupil will be given an opportunity to respond before a decision is made and before any sanction is imposed. A meeting with the pupil and their parents provides an opportunity for them to give their side of the story and to ask questions about the evidence of serious misbehaviour, especially where there is a dispute about the facts. It may also be an opportunity for parents to make their case for lessening the sanction, and for the school to explore with parents how best to address the pupil’s behaviour. If a pupil and their parents fail to attend a meeting, the Principal will write advising of the gravity of the matter, the importance of attending a re-scheduled meeting and, failing that, the duty of the school authorities to make a decision to respond to the negative behaviour. The school will record the invitations made to parents and their response.

**Procedures in Relation to Immediate Suspension**

Where an immediate suspension is considered by the Principal to be warranted for reasons of the safety of the pupil, other pupils, staff or others, a preliminary investigation should be conducted to establish the case for the imposition of the suspension. The formal investigation should immediately follow the imposition of the suspension. All of the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, should be open-ended. In the case of an immediate suspension, parents must be notified, and arrangements made with them for the pupil to be collected. The school must have regard to its duty of care for the pupil. In no circumstances should a pupil be sent home from school without first notifying parents.

**The Period of Suspension**

A pupil will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than three days is needed in order to achieve a particular objective. If a suspension longer than three days is being proposed by the Principal, the matter should be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes. However, a Board of Management may wish to authorise the Principal, with the approval of the Chairperson of the Board, to impose a suspension of up to five days in circumstances where a meeting of the Board cannot be convened in a timely fashion, subject to the guidance concerning such suspensions. The Board of Management will place a ceiling of ten days on any one period of suspension imposed by it. The Board should formally review any proposal to suspend a pupil, where the suspension would bring the number of days for which the pupil has been suspended in the current school year to twenty days or more. These provisions enable school authorities to give the pupil a reasonable time to reflect on their behaviour while avoiding undue loss of teaching time and loss of contact with the positive influences of school. They recognise the serious nature of the sanction of suspension and ensure that this seriousness is reflected in school procedures. The provisions mean that the Board of Management takes ultimate responsibility for sanctions of significant length, especially where such suspensions might reach twenty days in one school year and therefore might lead to an appeal.

**Appeals**

The Board of Management should offer an opportunity to appeal a Principal’s decision to suspend a pupil. In the case of decisions to suspend made by the Board of Management, an appeals process may be provided by the Patron.

Section 29 Appeal

Where the total number of days for which the pupil has been suspended in the current school year reaches twenty days, the parents, or a pupil aged over eighteen years, may appeal the suspension under section 29 of the Education Act 1998, as amended by the Education (Miscellaneous Provisions) Act 2007.

At the time when parents are being formally notified of such a suspension, they and the pupil should be told about their right to appeal to the Secretary General of the Department of Education and Science under section 29 of the Education Act 1998, and should be given information about how to appeal.

**Implementing the suspension**

Written notification

The Principal should notify the parents and the pupil 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

• any study programme to be followed

• the arrangements for returning to school, including any commitments to be entered into by the pupil and the parents (for example, parents 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 Science (Education Act 1998, section 29).

The letter will be clear and easy to understand. Particular care will be taken in communicating with parents who may have reading difficulties, or whose first language is not the language of the school.

**Engaging with pupil and parents**

Where a decision to suspend has been made, it can maximise the impact and value of suspension if the Principal or another staff member delegated by the Principal meets with the parents to emphasise their responsibility in helping the pupil to behave well when the pupil returns to school and to offer help and guidance in this. Where parents do not agree to meet with the Principal, written notification will serve as notice to impose a suspension.

A period of suspension will end on the date given in the letter of notification to the parents about the suspension.

**Removal of Suspension**

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998.

**Records and reports of Suspension**

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

The Principal should report all suspensions to the BOM, with the reasons for and the duration of each suspension.

The Principal is required to report suspensions in accordance with TUSLA reporting guidelines (Education Welfare Act, 2000)

**Clean Slate**

When any sanction, including suspension, is completed, a pupil should be given the opportunity and support for a fresh start. Although a record is kept of the behaviour and any sanction imposed, once the sanction has been completed the school should expect the same behaviour of this pupil as of all other pupils.

1. **Expulsion**

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

The Board of Management of a recognised school has the authority to expel a pupil. As a matter of best practice, that authority will be reserved to the Board of Management and will not be delegated. Expulsion will be a proportionate response to the pupil’s behaviour. Expulsion of a pupil is a very serious step, and one that will only be taken by the Board of Management in extreme cases of unacceptable behaviour. The school will have taken significant steps to address the misbehaviour and to avoid expulsion of a pupil including, as appropriate:

• meeting with parents and the pupil to try to find ways of helping the pupil to change their behaviour

• making sure that the pupil understands the possible consequences of their behaviour, if it should persist

• ensuring that all other possible options have been tried

• seeking the assistance of support agencies

**Grounds for Expulsion**

A proposal to expel a pupil requires serious grounds such as that:

• the pupil’s behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process

• the pupil’s continued presence in the school constitutes a real and significant threat to safety

• the pupil is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the pupil’s behaviour.

**Expulsion for a first offence**: there may be exceptional circumstances where the Board of Management forms the opinion that a pupil should be expelled for a first offence. The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

• a serious threat of violence against another pupil or member of staff

• actual violence or physical assault

• supplying illegal drugs to other pupils in the school

• sexual assault.

Given the seriousness of expulsion as a sanction the Board of Management will undertake a very detailed review of a range of factors in deciding whether to expel a pupil.

Factors to consider before proposing to expel a pupil

* The nature and seriousness of the behaviour
* What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher’s class, in the yard, in a group)?
* The impact of the behaviour
* The interventions tried to date
* Whether expulsion is a proportionate response
* The possible impact of expulsion

Any behaviour that is persistently disruptive to learning or dangerous can be a serious matter. Behaviour must be examined in context to understand both the behaviour itself and the response or sanction that is most appropriate.

**Procedures in respect of expulsion**

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a pupil Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

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

2. A recommendation to the Board of Management by the Principal.

3. Consideration by the Board of Management of the Principal’s recommendation; and the holding of a hearing.

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

5. Consultations arranged by the Educational Welfare Officer.

6. Confirmation of the decision to expel.

Parents should be notified immediately that the expulsion will now proceed. Parents and the pupil should be told about the right to appeal and supplied with the standard form on which to lodge an appeal. A formal record should be made of the decision to expel the pupil.

It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps requires separate meetings and which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

**Appeals**

A parent, or a pupil aged over eighteen years, may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29). An appeal may also be brought by the National Educational Welfare Board on behalf of a pupil. If the pupil is attending a school established or maintained by a VEC, the appeal must be made in the first instance to the VEC. Where an appeal to the VEC has been concluded, parents, or a pupil aged over eighteen years, may go on to appeal to the Secretary General of the Department of Education and Science. The appeals process The appeals process under section 29 of the Education Act 1998 begins with the provision of mediation by a mediator nominated by the Appeals Committee (Department of Education and Science). For further details about the Appeals process, including requirements for documentation, and the steps in the process, refer to current DES guidance.

1. **Limitations**

This document is not designed to list all the possible situations that may arise, nor state all the possible strategies to address challenging behaviour, but to serve as a general guide to the pupils, the teacher, and the Principal to be used to solve individual problems.

This Code of Behaviour was originally devised in 1998. The policy was reviewed November 2019 - May 2020 by the staff of The CRC School. The school will be happy to discuss any concerns a parent/guardian may have about behaviour or any aspect of the Code of Behaviour. This school will provide parents/guardians of current pupils with a copy of the Code of Behaviour. The parents/guardians of all future new enrolments, as per the Admissions To School Act 2018 and the subsequent Department of Education and Skills Circular 07/20, will confirm that the Code of Behaviour of the school is acceptable to him or her and that he or she will make all reasonable efforts to ensure compliance with such code by the pupil.

**This policy was ratified by the Board of Management of the CRC School**

**Date of Ratification: 26th May 2020**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Chairperson, Board of Management)**

**Date of Review: May 2021**

Appendix A

**Martha McGinn Training & Consultancy** is an International Award-winning training and consultancy organisation specialising in the provision of bespoke training for individual direct support workers, organisations and families who support those with an Intellectual Disability.

They are the sister organisation of the [National Institute of Intellectual Disability Studies](http://niids.ie/Home), established in 2016.

They have specific expertise in taking a [person centred approach](http://www.marthamcginn.com/Person-Centred-Approaches-and-Practices).

Martha McGinn Training & Consultancy has multiple accreditations in recognition of the importance of creating strong collaborative links with key bodies to ensure that they offer training of the highest standard throughout Ireland. They are accredited by:

* (NMBI) [Nursing & Midwifery Board of Ireland](https://www.nmbi.ie/Home)
* [QQI](http://www.qqi.ie/Pages/Home.aspx) (Qualifications & Quality Ireland)
* [Royal Pharmaceutical Society](https://www.rpharms.com/)
* (BILD) [British Institute of Learning Disability](http://www.bild.org.uk/).

They are also training partners with the North Dakota Centre for Persons with Disabilities Minot University. They help commissioning organisations to improve competitiveness by providing improved staff access to relevant knowledge acquisition and skills development. In turn, this improves an organisation's ability to respond to competitive challenges faced by the Intellectual Disability sector in a proactive manner. As HIQA requirements play a key part in the provision of care in the Intellectual Disability sector, their training and consultancy place an emphasis on competence development of direct support workers, front line managers and others involved in service delivery to ensure compliance with HIQA standards.

**Core Belief**

Martha McGinn Training & Consultancy believe that people with disabilities have the same rights as everyone in our society, and that they should be able to exercise their rights in full.  Individuals working at every level of organisations across the sector can and should support the realisation of these rights for all service users.

They believe in taking a proactive approach to strategic planning which delivers top class services to all people with disabilities now and in the future.

Their teaching approach is based on a holistic perspective of disability with a focus on independence, well-being and choice for service users.

**Mission Statement**

The mission of the Martha McGinn Training & Consultancy is to provide flexible, accessible, lifelong learning opportunities at all grades of staff across the intellectual disability sector in Ireland. We are motivated by a strong passion to create a positive impact on service users and learners alike. We aim to foster attitudes and promote practices which ensure the rights of people with disabilities are prioritised. So that people living with disabilities have the opportunity to lead expansive, fulfilling lives.

Appendix B

**ABC Observation Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Pupil Name: | | Observation Date: | |
| Observer: | | Time: | |
|  | |  | |
| **Antecedent** *(what happened just before)* | **Behaviour** | | **Consequence** |
|  |  | |  |

Appendix C

RECORDING DISRUPTIVE BEHAVIOUR - FREQUENCY CHART Task: Input x each time the disruptive behaviour occurs in each time slot. Tick  if it does not occur.

Pupil’s Name: \_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_ Week of: \_\_\_\_\_\_\_\_\_\_ Recording Adult: \_\_\_\_\_\_\_\_

Behaviour to be Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alternative Behaviour Sought: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TIME /LESSON (Use details below or edit | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8.50 – 9.15 Entry to school |  |  |  |  |  |
| 9.15 – 9:45 Lesson 1 |  |  |  |  |  |
| 9:45 – 10:30 Lesson 2 |  |  |  |  |  |
| 10:30-11:00 Break |  |  |  |  |  |
| 11.00 – 11:55 Lesson 3 |  |  |  |  |  |
| 12.00-12:30  Lunch |  |  |  |  |  |
| 12:30 – 1.30  Lesson 4 |  |  |  |  |  |
| 1.30 – 2.15 Lesson 5 |  |  |  |  |  |
| 2.15 – 2:25  Tidy up and Coats |  |  |  |  |  |

Appendix D

**Behaviour Tracker**

Name of pupil:……………………………………………………………..

Date of birth…………………………………………………………………

Date observed………………………………………………………………

Observation by……………………………………………………………..

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Task | Behaviour | Duration |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Appendix E

**NIMS** National Incident Report Form – Person

[**http://crcintranet/Incident%20Forms/Incident%20Report%20Form%20-%20Person.pdf**](http://crcintranet/Incident%20Forms/Incident%20Report%20Form%20-%20Person.pdf)

Appendix F

|  |  |  |
| --- | --- | --- |
| **Incident Report Form** | | |
| Date: | Time: | Location: |
| Who was involved: | | |
| What was happening before the incident (antecedent): | | |
| Description of the incident: | | |
| Strategies used by School Staff (where relevant, Code of Behaviour, Behaviour Support Plan): | | |
| What was the outcome of the incident (consequence): | | |
| Reflection of incident - what extra supports, if any, are needed to avoid incident reoccurrence: | | |
| First Aid required: Yes / No | Parents Informed: Yes / No | * Phone * Communication Book * Email * Letter * Other ........................... |
| Person reporting:  .................................................. | To whom reported:  .................................................. | Witness, if any:  .................................................. |
| Signed: Date: | | |

Appendix G

Dear Parents/Guardians,

I enclose for your information Class Rules which have been formulated by your child's teacher and her/his class. These rules are age appropriate and based on the fundamental rights of the child and associated responsibilities as are outlined in the School's Code of Behaviour.

**CLASS RULES**

|  |  |  |  |
| --- | --- | --- | --- |
| (1) |  | (2) |  |
| (3) |  | (4) |  |
| (5) |  | (6) |  |

Parents play a crucial role in shaping attitudes which produce good behaviour in school. We would be grateful if you would discuss this with your child and return the copy attached signed by you to acknowledge that you have been made aware of these class rules. Each parent was sent a Code of Behaviour Policy document. If you require a replacement copy, please contact the school office and a copy can be emailed or posted to you.

Yours sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mary Collins, Principal

……………………………………………………………………………………………………………………………………………….

I acknowledge receipt of the class rules for my child and I agree to discuss these with my child.

Parents / Guardian’s signature: ……………………………………………..

Date : ………….