

St. Mary's School



South Hill Delvin Co. Westmeath N91 RK80
Tel: +353 (0)87 230 52 67
www.smsdelvin.scoilnet.ie
secretary@stmarysschoolwestmeath.com

Code of Behaviour & Discipline Policy

Rationale

This policy is drawn up to provide a framework for:

- the code of conduct in school
- an effective whole school approach to encouraging positive behaviour
- the approach the school and Parents/Guardian will take to manage incidents relating to behaviour

The policy is related to the overall spirit of the school and specifically to the school's desire that all pupils/students and staff be comfortable in school and that an environment conducive to the provision of a good learning experience be created in St. Mary's School. It is noted that the pupils/students attending this school have a diagnosis of a Moderate or Severe/Profound General Learning Disability and Autism/ASD.

Aims

The policy aims to identify what the school constitutes as positive behaviour, provide a uniform way of dealing with the enhancement of good behaviour and layout protocols for dealing with any incidents that fall outside of these expectations. It will therefore provide:

- a guide to what is expected of our pupils/students
- a consistent framework for all staff to follow to enhance positive behaviour
- a set of procedures that will be followed in relation to incidents of behaviour deemed unacceptable or outside the definition of positive behaviour for both staff parents/guardians.

Associated Policies/Guidelines documents

Health and Safety
Guidelines for Using Physical Interventions
Data Protection
School-Home Communication
Anti-Bullying Policy

Overview

The school strives to provide an environment in which the pupils are afforded dignity and respect and recognises the need for a shared sense of community between and among staff, pupils and Parents/Guardians. This is reached and maintained because of the collaborative and transparent approach to identifying needs and supports between all parties.

Parents/Guardians/Carers have a responsibility to send their children to school prepared to learn. They set expectations and establish boundaries for their children including a respect for staff, self, other students, and school property. They are knowledgeable and supportive of the expectations of the school, and work as partners with the school and staff. When dealing with any challenges involving their child in school, Parents/Guardians/Carers are encouraged to be open-minded and cooperative in providing information, discussing aspects of behaviour, so as to have an input in supporting and managing the child's in-school behaviour.

The overall responsibility for discipline rests with the Principal and with the individual teachers within their classrooms. All staff share a common responsibility for positive behaviour in the school. There is greater emphasis placed on positive behaviour and reinforcement through the use of rewards, praise and approval as opposed to sanctions or disapproval.

The school seeks to promote acceptable behaviour among its pupils/students both so as to promote an environment that is conducive to learning and to encourage behaviour which will allow the pupils to integrate as fully as possible into the larger community.

Information gathered in relation to pupil/students strengths and needs from Parents/Guardians and Carers, professional reports and observations of teachers and SNAs will be used to effectively and efficiently support pupils/students in school.

Various forms will be sent out to Parents/Guardians and Carers at the beginning of a school placement to ascertain level of need and subsequent support. The information provided on these reports will be evaluated regularly. Information on forms can be found below, and a copy of the forms in the appendices.

Pupil Profile/Initial Risk Assessment - Parents Form (PP/IRA) (Appendix 1)

Parents/Guardians/Carers and where possible the pupil/student themselves will be involved in completing a Pupil Profile/Initial Risk Assessment in advance of a pupil/student starting in St Mary's, and for existing students if any details have changed ahead of a new school year.

This form helps to identify the care and behavioural support needs of a child.

Information from this form will be used to create a Personal Pupil Plan and/or a Behaviour Support Plan. A Pupil/Student Support File (or IEP) will identify academic/learning targets.

The school encourages transparency in relation to the content on this form as it will support the school to meet the needs of pupils/students effectively and efficiently.

Personal Pupil Plan (PPP) For Teachers (Appendix 2)

A Personal Pupil Plan highlights care needs of pupils and students and how they are supported by Class Teachers and Special Needs Assistants (SNAs) A pupil/student may also have a Behaviour Support Plan (as detailed below.)

Positive Behaviour

Acceptable behaviour will look different from child to child because of their strengths and needs. The staff of St Mary's will quickly identify what this looks like for each pupil/student and will encourage that as much as possible. Positive and appropriate behaviour is *expected* of all pupils and students regardless of their diagnosis.

Some strategies to promote positive behaviour may include the following:

- We accept children where they are at now and we aim to foster appropriate behaviour
- Teach manners/respect
- Teach in-school positive social skills
- Some pupils/students have individual programmes to promote positive behaviour
- Teach children routine/structure
- Teach children to speak respectfully
- Teach children to leave classroom in an orderly way
- Teach children that they are expected to behave in school, allowing for their varying abilities
- Teach pupils hygiene/self-care skills

SPHE/Personal Care/Being Part of the Community/Wellbeing Curriculum

The above named curriculum components are used to support the code of behaviour. It aims to help our pupils/students develop communication skills, appropriate ways of behaving and interacting and conflict resolution skills.

Examples of positive behaviour may look like this: taking part in learning activities, following routines and instructions, helping other pupils/students and/or staff, communicating needs in an appropriate non-physical manner, trying something new, keeping hands/feet to themselves, using an inside voice, respecting property, playing/communicating nicely, listening to staff and accepting support, displaying acts of kindness, responding to a de-escalation strategy. (This list is not exhaustive.)

Positive behaviour is encouraged through:

- positive interactions between staff and pupils/students
- ensuring respect and dignity for all is maintained
- demonstrating warmth, empathy, fairness and consistency in all interactions
- communicating high (and realistic, achievable) expectations for all
- supportive and safe bus, school and class routines and structures

- clear boundaries and rules
- giving positive feedback about behaviour
- pupils/students being involved in creating class rules and expectations
- the use of reward systems

Positive behaviour is consistently modelled by staff in order to support pupils and students as they learn all about themselves and how they behave. To ensure accessibility and promote a deeper understanding and connection to learning about behaviour, visual and verbal reinforcement and prompts, Lámh signs and other communicative modes (PECS, ICT apps etc.) may also be used to promote positive interactions and behaviour.

Examples of Rewards

- Age and/or ability appropriate rewards to be decided on in individual cases and in line with school ethos.
- Praise, positive affirmation
- Stickers
- Go to Principal's Office – Magic Moments and other Awards
- Tell Parents/Guardians/Carers
- Given the responsibility of doing a job

Inappropriate Behaviour:

Staff will also identify behaviours that are not deemed as acceptable and/or positive because

- a lack of respect and care is being demonstrated by a pupil/student (Respect and care in this instance refers to a person showing: due regard for the feelings, wishes, or rights of others or of property and/or contents/equipment/materials)
and/or
- the behaviour is interrupting, diminishing or preventing teaching and learning for the pupil/student themselves and/or other pupils and students
and/or
- the behaviour poses or causes a Health and Safety risk to the pupil/student themselves, other pupils/students and staff.

Staff will ask the following questions to make a judgement on behaviour:

- a. Is the child showing respect and care towards himself/herself?
- b. Is the child showing respect and care towards others – pupils/students and staff?
- c. Is the child showing respect and care towards property, and/or contents/equipment/materials?
- d. Is the behaviour interrupting, diminishing or preventing teaching and learning for the pupil/student themselves and/or other pupils/students?
- e. Is there a potential or actual Health and Safety risk for the pupil/student themselves?
- f. Is there a potential or actual Health and Safety risk for other pupils/students?
- g. Is there a potential or actual Health and Safety risk for staff?

When answering **no to points A – C**, and/or **yes to points D-G** further support/action is required in the form of a Behaviour Support Plan.

Behaviour Support Plan (BSP) For Teachers (Appendix 3)

The school's role is to help all pupils/students to modify/manage their own behaviour in the short-term and in the long-term. Behaviour Support Plans are put into place to support pupils/students with behaviours that are deemed as inappropriate.

Where possible and necessary the school will seek assistance from relevant professional Services outside of the school team.

The school will strive at all times to fully involve parents/guardians in the overall development of their child and in matters of discipline they should be involved at an early stage where problems are identified.

Parents/Guardians and Carers as well as other professionals and the pupil/student (where possible and necessary) will help to create a Behaviour Support Plan. A child's Behaviour Support Plan will be reviewed consistently throughout the school year and will be kept on file for the duration of the child's time in school from start to finish. The content may be used to seek support from sources outside of the school. Consent for the sharing of this information will be sought from Parents/Guardians/Carers. Parents/Guardians have access to these documents (other pupils/students initials may be redacted) when requested.

Behaviour support plans should be based on a detailed assessment of the function of the behaviour for the individual. It must be understood that all behaviours serve a function or communicate important and legitimate messages about a person's situation. Based on this communicative understanding of behaviour, there should be a comprehensive multi-element behaviour support plan which establishes environmental changes, priorities for skills development, and focused strategies for preventing the occurrence of the behaviours that challenge and reactive strategies for coping with the behaviour if and when it does occur.

A Behaviour Support Plan provides information about typical behaviours that have been identified as inappropriate. It identifies the onset of behaviours that challenge, known strategies to de-escalate, level of risk, health and safety measures required to prevent risk and so on. It may highlight sanctions that work, and strategies that do not work. It may highlight behaviours within a certain context or at a certain time.

A Behaviour Support Plan is implemented in the school so that the strengths and needs of our pupils and students are recognised, promoted and worked on and towards.

The school has a ladder of intervention in relation to responding to incidents in classes:

Class - supports, strategies and/or sanctions - teacher and/or SNA in the

pupil's/student's own class are involved to support the pupil/student.

School - supports, strategies and/or sanctions - teachers/SNAs from a class other than that of the pupil/student are involved to support a pupil/student and colleagues.

Whole School - supports, strategies and/or sanctions - the whole school community is involved in supporting a pupil/student and colleagues.

Dealing with behaviour resulting in incidents that the school need to report on – Tier One

The school implements a two-tiered identification of and approach to dealing with incidents in relation to behaviour.

Tier one
Any behaviour that is aggressive to others
Any behaviour that is self-injurious : hitting body parts of surfaces, hitting self, biting self, picking/scratching/pinching at skin, pulling hair, forceful head shaking (this list is not exhaustive)
Physical contact (aggressive/unacceptable touch) is made between a pupils/student and another pupils/student (without injury but had the potential to lead to injury)
Physical contact (aggressive/unacceptable touch) is made between a pupils/student and a member of staff (without injury but had the potential to lead to injury)
Risk of Absconding – running away from staff: out of class, out of building, off the grounds. Not following instructions to stay with the group. Putting self and others at risk. Prolonged refusal (under one hour) to take part in school related activities that results in members of staff being deployed to ensure safety of pupil/student is upheld and that a more dangerous scenario does not evolve. Thus meaning staffing levels in a class group are diminished.
Teaching and learning is interrupted, diminished or prevented for the pupil/student themselves and/or other pupils/students
There is damage to property and/or contents/equipment/materials
Any situation that posed a Health and Safety risk to pupil/student themselves and/or other pupil/students and or staff

When pupils/students are engaging in behaviours that could lead to a Tier One incident,

staff will remain calm, expect and promotes positive behaviours, and provide strategies of support. Maintaining respect for the pupil/student and maintaining the dignity of a pupil/student is at the forefront of any strategy. Strategies are identified in a pupils/students Behaviour Support plan. Some possible strategies/sanctions may include:

- a) interrupting thought/action process/reasoning with the pupil
- b) adaptations to an activity - duration, demand
- c) positive reinforcement of positive behaviour
- d) distracting and redirecting to a preferred activity (and praise)
- e) access to food or drink or other stimulus satiation
- f) teaching and following self-help skills
- g) encouraging communication - PECS, phrase, AAC
- h) using escape communication methods
- i) transition protocol and temporary separation
- j) a change of environment/staff

For the majority of pupils/students these approaches and the focus on positive behaviour works and they can and will continue with the rest of the day. In some cases, this may not happen and situations can escalate.

Staff may, if they wish, use ABC charts and scatterplots to keep a record of these incidents.

Where necessary Parents/Guardians and Carers will be contacted.

Incident Report Forms, IRF'S must be completed by class teachers for all such incidents.

Dealing with behaviour resulting in incidents that the school need to report on – Tier Two

When in the midst of a Tier Two incident the school's responsibility is to ensure the safety of the pupil/student, other pupils/students and staff members.

Tier Two
Any self-injurious behaviour that results in injury (Physical trauma – damage to the body)
Physical contact is made between a pupils/student and another pupils/student (Resulting in injury - Physical trauma – damage to the body caused by external force. Example: Bruise, hair loss, cut, mark to body, broken skin. Not exhaustive)
Physical contact is made between a pupils/student and staff member (Resulting in injury - Physical trauma – damage to the body caused by external force. Example: Bruise, hair loss, cut, mark to body, broken skin. Not exhaustive))

<p>A pupil/student absconds: runs away from staff: out of class, out of building, off the grounds. Does not follow instructions to stay with the group. Puts self and others at risk.</p> <p>Prolonged refusal (over one hour) to take part in school related activities that results in members of staff being deployed to ensure safety of pupil/student is upheld and that a more dangerous scenario does not evolve. Thus meaning staffing levels in a class group are diminished.</p>
<p>A pupil/student is significantly emotionally distressed and behaviour/actions are impaired meaning they are at further risk</p>
<p>Teaching and learning is interrupted, diminished or prevented for the pupil/student themselves and/or other pupils/students</p>
<p>There is damage to property and/or contents/equipment/materials</p>
<p>The situation caused a Health and Safety issue for pupil/student themselves and/or other pupil/students and or staff</p>

When pupils/students are engaging in behaviours that could lead to a Tier Two incident, staff will remain calm, expect and promote positive behaviours, and provide strategies of support. Maintaining respect for the pupil/student and maintaining the dignity of a pupil/student is at the forefront of any strategy. Strategies are identified in a pupils/students Behaviour Support plan. Some possible strategies may include:

- a) interrupting thought/action process/reasoning with the pupil
- b) adaptations to an activity - duration, demand
- c) positive reinforcement of positive behaviour
- d) distracting and redirecting to a preferred activity (and praise)
- e) access to food or drink or other stimulus satiation
- f) teaching and following self-help skills
- g) encouraging communication - PECS, phrase, AAC
- h) using escape communication methods
- i) transition protocol and temporary separation
- j) a change of environment/staff

Should a physical intervention be required to prevent injury to pupil/student themselves, and/or others in the class, staff will follow the school Guidelines for Using Physical Interventions. All staff are trained in the use of Crisis Prevention (CPI) (previously known as Management of Actual and Potential Aggression (MAPA))

CPI involves a number of disengagement techniques and holds that staff may need to use to prevent further injury to the pupil/student, other pupils/students and/or themselves. If CPI techniques are required as part of a pupil/students Behaviour Support Plan Parents/Guardians and Carers will be informed. All disengagements and holds are recorded.

Reporting

Incident Report Forms (IRF'S) will be completed for all Tier Two incidents as described above.

The purpose of any report is to keep a record of behaviours and incidents with a view to amending Behaviour Support Plans, therefore supporting pupils/students with their short term and long Term positive behaviour goals. The information contained in the reports and Behaviour Support Plans may be shared with teachers/SNAs in the school and other professionals supporting a pupil/student.

Antecedent, Behaviour and Consequence Charts (ABC) For Staff. (Appendix 4)

If a pupil/student is engaging in ongoing challenging behaviour such as that described as a Tier One this may,(in addition to IRF recording)), be reflected on an Antecedent, Behaviour, Consequence (ABC) chart or tally chart. Teachers are required to complete an Incident Report Form (see below) for both Tier 1 and Tier Two Incidents. ABC/Tally charts will be kept in the classroom. The class teacher and staff in the room will reflect on the content of these forms on a regular basis as this will inform any Behaviour Support Plans that are in place for a pupil/student.

Incident Report Form (IRF) Appendix 5 - sample

An Incident Report Form (IRF) **will** be completed for both Tier One and Tier Two incidents.

The IRF records:

- The details of the incident – time, place, those involved etc.
- The reason it was a risk
- Any de-escalation techniques used
- Any CPI/MAPA interventions used and why
- A description of the incident taking an A, B, C approach
- Recovery and Repair actions
- Section on Welfare of pupil/student and staff
- Next Steps

This information allows the school to locate behaviour on a continuum of seriousness, to notice patterns, to observe changes over time or in different contexts and to develop ways of responding based on the detailed knowledge. This approach enables staff to use a respectful and problem solving approach, even when a pupil's/student's behaviour is difficult and challenging.

In the case of a **Tier One** incident

1. Pupils/students and staff return to teaching and learning as soon as possible by following appropriate de-escalation techniques.
2. The incident is recorded on an IRF.
3. Any IRF's are shared with the Deputy Principal/Principal on a weekly basis.

4. Information from these Incident Reports are recorded on the Overview of Incidents sheet for the pupil/student involved. (**Appendix 6**)
5. The incidents are discussed with staff members in the room, management, Parents/Guardians/Carers. In class particular attention is paid to the *reduction of risk and repairing/recovering relationships* section of the form. Other professionals may be contacted as a result of discussion.
6. Staff members are encouraged to use the Employment Assistance Programme provided by Spectrum.Life and the Department of Education
7. Behaviour Support Plans are implemented/adapted. Review of strategies/amendments to positive handling/Behaviour Support Plan continues to be reviewed regularly.

In the case of a **Tier Two** incident

1. Remaining pupils/students and staff return to teaching and learning as soon as possible.
2. Staff members and/or pupil/student involved may be sent home (following our Code of Behaviour policy.) Health and Safety protocols will then be followed (Please see Health and Safety Statement)
3. A reflective Incident Report Form **is** completed and shared with Deputy Principal/Principal. A staff member that has gone home can fill it in upon their return to work.
4. Information from this incident report will be recorded and highlighted on the Overview of Incidents sheet for the pupils/students involved.
5. Parent(s)/Guardian(s) are invited to discuss the incident with the Class teacher and Principal.
6. Staff members are encouraged to use the Employment Assistance Programme provided by Spectrum.Life and the Department of Education
7. The incidents are discussed with staff members in the room. In class particular attention is paid to the *reduction of risk and repairing/recovering relationships* section of the form. Referral to multi-disciplinary services **will** be sought if the incident is a consistent occurrence.
8. Behaviour Support Plans are implemented/adapted
9. Review of strategies/amendments to positive handling/Behaviour Support Plan continues to be reviewed regularly.
10. Staff members are encouraged to communicate further concerns with Class Teacher and/or Principal.

All Incident Report Forms (IRF) are signed by the Principal/Deputy Principal and kept in the pupils/students file.

It is good practice to inform Parents/Guardians/Carers of incidents but the incident forms should not be given to Parents/Guardians/Carers without the permission of the Principal. There may be other information in relation to other students etc. that needs to be redacted.

It is important to note that every day is a fresh start for pupils/students and staff.

Suspension/Expulsion

Suspension is defined as:

requiring the student to absent himself/herself from the school for a specified, limited period of school days

The Board of Management has the authority to suspend a student. The suspension given will be a proportionate response to the behaviour causing concern.

The decision to suspend a pupil/student requires serious grounds such as that:

- the pupil's/student's behaviour has had a seriously detrimental effect on the education of other pupils/students
- the pupil's/student's continued presence in the school constitutes a real and significant threat to safety
- the pupil/student is responsible for serious damage to property

OR

- a single incident of serious misconduct i.e. an incident causing injury to another pupil/student or staff in which the pupil, another pupil and/or staff member(s) were significantly emotionally and physically impacted, and there is an obvious need for de-escalation/repair and recovery actions.

Forms of Suspension

- Immediate: the pupil's/student's continued presence in the school constitutes a threat to safety
- Automatic: named behaviours incur suspension as a sanction

Procedure for a suspension:

1. A preliminary investigation will be conducted
2. Contact will be made with Parents/Guardians/Carers to inform them of the incident leading to suspension. The pupil/student must be collected from the school.
3. A formal investigation will be conducted
4. The Board of Management delegate to the Principal the authority to suspend a pupil/student up to and including 3 school days.
5. The Board of Management delegate to the Principal in consultation with the Chairperson of the BOM the authority to suspend a pupil/student up to and including 5 school days in circumstances where a meeting of the Board cannot be convened in a timely fashion
6. The Board of Management may suspend for up to 10 school days.
7. Written notification should then be provided to the Parents/Guardians/Carers. The letter should confirm

- a. the period of suspension and the dates the suspension will begin and end
 - b. the reasons for suspension
 - c. any study programme to be followed
 - d. the arrangements for returning to school including any commitments to be entered into by the pupil/student and the Parents/Guardians/carers
 - e. the provision to appeal to the Board of Management
 - f. the right to appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29)
8. The school will report a suspension of 6 days or more in any one school year to Tusla.

Suspension is often deemed as a negative/worst case scenario, however, the school will use this time to re-group, seek support from professionals (if necessary) and provide time for planning supports for pupil/student going forward. Therefore, all sanctioned suspensions because of behaviour are planned to allow time to address a pupil's/student's behaviour and to plan interventions and set future goals to avoid a recurrence of behaviour.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parent(s)/guardian(s) will be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

It is envisaged that the collaborative problem-solving approach involving Parents/Guardians/Carers, multi-disciplinary services, the pupil/student (where possible) and staff within the school will enable a pupil/student to access and reintegrate into the school successfully. However, when it becomes apparent that the school placement is not appropriate, all other strategies (including suspension) have failed and a pupil/student continues to demonstrate behaviours that challenge the school may have to consider expulsion.

Expulsion

Expulsion is defined as:

a permanent exclusion for a pupil/student from the school

The Board of Management has the authority to expel a student. Expulsion should be a proportionate response to the pupil's/student's behaviour.

For particularly aggressive pupils/students or those with behaviours that are extremely physical and challenging, the school has a duty of care/safety to the pupil/student involved and other pupils/students and staff. The impact of a pupil's/student's attendance in school will be discussed in relation to:

- the school's capacity to keep the pupil/student safe
- the school's capacity to keep other pupils/students safe
- the school's capacity to keep staff members safe

Expulsion for a first offence:

There may be exceptional circumstances where the Board of Management forms the opinion that a student 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 student or member of staff
- actual violence or physical assault
- supplying illegal drugs to other students in the school
- sexual assault.

Procedure for expulsion:

A detailed investigation will be conducted under the direction of the Principal who will:

- i. inform the Parents/Guardians/Carers and pupil/student (where appropriate) in writing about the details of the alleged misbehaviour, how it will be investigated and that it could result in expulsion
- ii. give Parents/Guardians/Carers and pupil/student an opportunity to respond

A recommendation will be made to the Board of Management by the Principal. The following steps will be followed:

- iii. Parents/Guardians/Carers and pupil/student (where appropriate) will be informed that the Board of Management is being asked to consider expulsion
- iv. Ensure Parents/Guardians/Carers have records of: the allegations against the pupil/student; the investigation; and a written notice of the grounds on which the Board of Management is being asked to consider expulsion
- v. The Board of Management are presented with the same records given to Parents/Guardians/Carers

If, having considered the Principal's report, the Board of Management decides to consider expelling a student a hearing will be scheduled. The parent(s)/guardian(s) will be notified in writing:

- i. as to the date, location and time of the hearing
- ii. of their right to make a written and oral submission to the Board of Management
- iii. that they may if they so choose be accompanied at the hearing

The Board of Management undertakes that the timing of such written notification will ensure that parent(s)/guardian(s) have enough notice to allow them to prepare for the hearing. In respect of the expulsion hearing the Board gives an undertaking that;

- i. the meeting will be properly conducted in accordance with Board procedures
- ii. the principal (or BoM nominee) and parent(s)/guardian(s) will present their case to the Board in each other's presence
- iii. each party will be given the opportunity to directly question the evidence of the other party

- iv. the parent(s)/guardian(s) may make a case for a lesser sanction if they so choose

Where the Board of Management, having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board

- i. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.
- ii. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification
- iii. Will in writing notify the parent(s)/guardian(s) of their decision and inform them that the Educational Welfare Officer is being contacted
- iv. Will be represented at the consultation to be organized by the Educational Welfare Officer
- v. Will suspend the student, if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

Confirmation of the decision to expel:

Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board of Management will formally confirm the decision to expel.

Parent(s)/guardian(s) will be notified in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Science under Section 29 or the Education Act 1998 and will be provide with information on the submission of such an appeal.

The Board of Management of St Mary's School acknowledges the fundamental importance of impartiality in the investigation and decision-making process.

Attendance

St Mary's School will monitor pupil attendance and will operate the statutory procedures in relation to non-attendance therefore pupils/students whose absences are over 20 days will be notified to TUSLA.

Success Criteria

The policy will be judged in relation to how well it operates by reviewing:

- the response to any incidents.
- feedback from staff and parents.

Roles & Responsibilities

The BOM will review the operation of this policy and amend it as necessary.

The day to day operation of the policy and the responsibility for its implementation rests with the Principal and with the teaching and special needs staff of the school.

All staff members have a duty of care at all times for the children in their immediate care and also for all of the pupils/students.

Parents/Guardian/Carers need to agree in writing to the contents and procedures of this policy and should be informed of any updates.

Review

This policy will be reviewed once yearly and also at any other time when a problem with its implementation is identified. Any member of staff, BOM or parent may request a review.

Responsibility for review rests with the Board of Management as advised by the staff and principal.

Ratification & Communication

This policy has been made available to school personnel and published on the school website. It is available to all parents/guardians/carers on the school website. A hard copy is available upon request.

In addition, all parents/guardians/carers are asked to read and sign a copy of the School's Code of Behaviour in advance of their child commencing their education in St. Mary's School.

This policy was ratified by the Board of Management on _____.

Reviewed and Revised May 2023.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____



Once you have read the Code of Behaviour and Discipline Policy, please sign and return the below agreement and return it to the school as soon as possible.



I/we have read and agree to the Code of Behaviour and Discipline and Anti Bullying Policy

Child's Name: _____

Parent / Guardian / Carer: _____ Date: _____

Pupil / Student: _____ (where appropriate)

St. Mary's School, South Hill, Delvin, Co Westmeath

Pupil Profile / Initial Risk Assessment (PP/IRA) Appendix 1

Name: _____	D.O.B. _____	
Age: _____	Weight: _____	Height: _____
Communication: Verbal <input type="checkbox"/>	Non Verbal	Limited
Communication mode/aid/device: _____		
Able to Follow Instruction: Yes	No	
Wheelchair User: Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Assessed Disability: _____		

Overview of Primary Care Needs – feeding, medicine, supports due to a medical condition, personal care/toileting, mobility and orientation, communication and behaviour

Please write N/A for any sections that are not applicable

Requires assistance with	<u>Y</u>	<u>N</u>	<u>Details</u>
<p><u>Feeding</u></p> <p>Can feed themselves</p> <p>Requires assistance:</p> <p>Holding spoon/knife/fork</p> <p>PEG-Fed</p> <p>Likes/dislikes food</p> <p>Routine/best practice for break times/eating</p> <p>Choking hazard</p> <p>Difficulties with swallow</p> <p>Other</p>			

Requires assistance with	<u>Y</u>	<u>N</u>	<p><u>Brief Details here</u></p> <p>Epilepsy/Allergy Care Plan will also be formulated</p>
<p>Administration of emergency medication for Epilepsy</p> <p>* other forms to fill out if this is required</p> <p>IMPORTANT:</p> <p>Has your child ever had a seizure? If yes, please provide details.</p>			

<p>NB: When the school is unaware of a history of Epilepsy and a pupil/student experiences a seizure an ambulance will be called</p> <p>NB: An ambulance is likely to come from (and therefore) bring pupils/students to Mullingar Regional Hospital.</p> <p style="text-align: center;">Allergies</p>			
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Requires assistance due to	<u>Y</u>	<u>N</u>	<u>Details</u>
<p><u>Medical condition and Physical Health</u></p> <p style="text-align: center;">Allergies</p> <p style="text-align: center;">Fragile health</p> <p style="text-align: center;">Skin</p> <p style="text-align: center;">Pain/Stiffness</p> <p style="text-align: center;">Sensation Impairment</p> <p style="text-align: center;">Involuntary Movement</p> <p style="text-align: center;">Hearing</p> <p style="text-align: center;">Sight</p> <p style="text-align: center;">Other, please specify</p>			

List any aids used to meet needs of child/young person walkers, standers, splints, casts, peg feed, oxygen			
Item	Reason	Home	School

Requires assistance with	<u>Y</u>	<u>N</u>	<u>Details</u>
<u>Personal Care</u>			
Using the toilet			
Changing procedures and best practices			
Washing hands			
Dressing – shoes/coat			
Keeping belongings clean and tidy			
Other			

Does your child require assistance with the following –

Bathing (possible use in school following a toileting accident):

Into standard bath		From standard bath	
Into standard shower		From standard shower	
Into seated shower		From seated shower	
Needs Shower chair		Other - specify	

Dressing – following swimming or a personal care accident:

Independent with:			
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Requires help with:			

Requires assistance with	<u>Y</u>	<u>N</u>	<u>Details</u>
<u>Mobility and Orientation</u>			
Head/Trunk control			
Muscle tone			
Fragile bones			
Other			
<u>Movement:</u>			
Safety – flight risk			
Manoeuvres			
Transfers			
Walking/getting around.			
(See below)			
Other			

Does your child require assistance with the following –

Manoeuvres on bench/bed:

Requires hoist			
Lying to Sit		Move Down	
Turning		Move Up	

Transfers:

Requires hoist			
To Floor		From Floor	
Onto Bench		Off Bench	

Into Chair		From Chair	
Into Wheelchair		From Wheelchair	
Onto Toilet		From Toilet	
Into Prone Lying Position		From Prone Lying Position	

Walking/Getting Around:

Wheelchair User		Walker user	
Weight Bearing		Walk	
Sit to Stand		Stand to Sitting	
Up Steps / Stairs		Down Steps	
Up Ramp		Down Ramp	
On grass		On hard surface	

Transport:

	Y	N	Details
Getting into/out of Car			
Getting into/out of Bus			
Getting into/out of a wheelchair bus			
Getting into/onto and from Public Transport			
Requires support to stay seated			

Requires assistance with	<u>Y</u>	<u>N</u>	<u>Details</u>
Communication			

Requires assistance with	<u>Y</u>	<u>N</u>	<u>Details</u>
Behaviour (see below) Nervousness/Anxiety			

Mental Health			
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Behaviour

Quick overview of pupil/student:

My Favourites....	Think about: Food, pets/animals, family members, colours, noises, songs, stories, TV programmes, activities out of school, activities in school,
I like...	
I don't like...	

Potential triggers (more details provided below)			Resulting Behaviours (please tick)		
Frustration	Tiredness		Involuntary movement	Hitting	
Provocation	Personality clash		Anxiety	Squeezing	
Attention needing /seeking	Stress		Threatening	Strangling	
Sensory seeking	Lack of medication		Verbal abuse	Dropping to the floor	
Avoidance/escape	Lack of food / water		Shouting / screaming	Running away	
Removal of object	Allergic reaction		Tantrum	Making self-vomit	
Over stimulated	Incontinence		Spitting	Self-defecation	
Under stimulated	Sexual frustration		Scratching	Extreme crying	
Fear	Medical condition		Biting	Insinuating comments	
Challenge of	Change to routine		Punching	Climbing into	
	Domestic		Kicking		
			Head butting		

authority Change of adult personnel		Other		Throwing objects Throwing furniture	danger Self-harm Volatility False allegation Damage to property Refusal to follow instructions	
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Any other information you would like to let the school know about:

Typical Behaviors to be aware of:	Frequency of behaviors (please tick)				Who may be affected? (tick) And how? (brief details)			
	Daily – AM/PM	Weekly –	Occasionally – Monthly >	In certain environments/ times	Pupil/Student themselves	Other pupils/Students	Staff/other staff in workplace	Members of the public
Brief synopsis.								

Behaviour of Concern 1 – What works?

Anxious Phase - Early warning Signs:	Known Calming/De-escalation Strategies:	Risk Assessment: Health and Safety measures for student/staff in anxious phase
Crisis Phase		Risk Assessment: Health and Safety measures for student/staff in crisis phase

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Behaviour of Concern 2 – What works?

Anxious Phase - Early warning Signs:	Known Calming/De-escalation Strategies: Try	Risk Assessment: Health and Safety measures for student/staff in anxious phase
Crisis Phase		Risk Assessment: Health and Safety measures for student/staff in crisis phase



Personal Pupil Plan

Name of pupil/Student: _____ Year: _____

(Appendix 2)

Pupil's/Student's Identified Care Needs:	Programmes/Strategies used to support needs Who is supporting?	Targets	Predicted/expected Timeframe for support
Care needs – Eating and drinking			
Care needs – Medication/Medical Condition			
Care needs – Personal Care, toileting, dressing, daily living skills, hygiene			
Care needs – Moving me safely. Using equipment to support me. Mobility and orientation.			
Care needs – travel. Keeping me safe on the bus			

Sensory Needs – inputs to help me self-regulate			
Communication			
Behavioural Support			

SNA Timetable for supporting above needs

Times	Mon	Tues	Wed	Thurs	Fri	On - Call



Appendix Three

Behaviour Support Plan (BSP)

Name of Student: _____ Current Class: _____ Year: _____ Current Age: _____
 Person completing Behavior Support Plan and Safety Assessment: _____

Agencies/other people involved in the creation of plan:

OT Behaviour Analyst NEPs Psychologist Student
 SLT Physio Parents/Guardians SENO Social Worker SESS
 Psychiatric Services Other: _____

Quick overview of pupil/student

Known likes:

Known dislikes:

Potential triggers (more details provided below)			Resulting Behaviours (please tick)			
Frustration	Tiredness		Involuntary movement		Hitting	
Provocation	Personality clash		Anxiety		Squeezing	
Attention needing / seeking	Stress		Threatening		Strangling	
Sensory seeking	Lack of medication		Verbal abuse		Dropping to the floor	
Avoidance/escape	Lack of food / water		Shouting / screaming		Running away	
Removal of object	Allergic reaction		Tantrum		Making self-vomit	
Over stimulated	Incontinence		Spitting		Self-defecation	
Under stimulated	Sexual frustration		Scratching		Extreme crying	
Fear	Medical condition		Biting		Insinuating comments	
Challenge of authority	Change to routine		Punching		Climbing into danger	
Change of adult personnel	Domestic		Kicking		Self-harm	
	Other		Head butting		Volatility	
			Throwing objects		False allegation	
			Throwing furniture		Damage to property	

						Refusal to follow instructions	
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Typical Behaviors to be aware of:	Frequency of behaviors (please tick)				Who may be affected? (tick) And how? (brief details)			
Brief synopsis.	Daily – AM/PM	Weekly –	Occasionally – Monthly >	In certain environments/times	Pupil/Student themselves	Other pupils/Students	Staff/other staff in workplace	Members of the public
Anxious Phase - Early warning Signs:	Known Calming/De-escalation Strategies: Try				Risk Assessment: Health and Safety measures for student/staff in anxious phase			
Crisis Phase	Staff Actions/CPI techniques				Risk Assessment: Health and Safety measures for student/staff in crisis phase			

Recovery: what you could see	Restorative Practice measures:	Next Steps

Appendix Four

Antecedent, Behaviour and Consequence Chart (ABC)

Specific Target Behaviour: _____

Week beginning: _____

Date/Time	Staff, Other Pupils/ Students involved	A Antecedents Where? When? Who? What was the task? What could be changed to avoid triggers?	B Behaviour What did the pupil do? Frequency (How often?) Duration (How long did it last?) What behaviour would be preferable?	C Consequences What happened? How did other (s) respond? Was work avoided? How did pupil respond to consequences? Are the consequences maintaining the behaviour? If so what needs to change?

Changes to Behaviour Support Plan:

All staff informed:

INCIDENT REPORT FORM:

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

1. To provide a clear, factual account of what happened
2. To keep a record of behavioural incidents so that
 - a. Behaviour Support Plans can be adapted and kept current
 - b. We can reduce the risk of the incident happening again
3. As a support document for reasoning behind a referral for intervention or maintenance of an intervention

INCIDENT REPORTING FORM and RISK ASSESSMENT:

Name of pupil: (initials only please)	
Date of incident:	
Class:	
Time of incident: Duration of incident:	
Location of incident:	
Length of intervention:	
Tier one or Tier Two incident:	

TIER ONE

Any behaviour that is aggressive to others	
Any behaviour that is self-injurious : hitting body parts of surfaces, hitting self, biting self, picking/scratching/pinching at skin, pulling hair, forceful head shaking (this list is not exhaustive)	
Physical contact (aggressive/unacceptable touch) is made between a pupils/student and another pupils/student (without injury but had the potential to lead to injury)	
Physical contact (aggressive/unacceptable touch) is made between a pupils/student and a member of staff (without injury but had the potential to lead to injury)	
Risk of Absconding – running away from staff: out of class, out of building, off the grounds. Not following instructions to stay with the group. Putting self and others at risk. Prolonged refusal (under one hour) to take part in school related activities that results in members of staff being deployed to ensure safety of pupil/student is upheld and that a more	

dangerous scenario does not evolve. Thus meaning staffing levels in a class group are diminished.	
Teaching and learning is interrupted, diminished or prevented for the pupil/student themselves and/or other pupils/students	
There is damage to property and/or contents/equipment/materials	
Any situation that posed a Health and Safety risk to pupil/student themselves and/or other pupil/students and or staff	

TIER TWO

Any self-injurious behaviour that results in injury (Physical trauma – damage to the body)	
Physical contact is made between a pupils/student and another pupils/student (Resulting in injury - Physical trauma – damage to the body caused by external force. Example: Bruise, hair loss, cut, mark to body, broken skin. Not exhaustive)	
Physical contact is made between a pupils/student and staff member (Resulting in injury - Physical trauma – damage to the body caused by external force. Example: Bruise, hair loss, cut, mark to body, broken skin. Not exhaustive))	
A pupil/student absconds: runs away from staff: out of class, out of building, off the grounds. Does not follow instructions to stay with the group. Puts self and others at risk. Prolonged refusal (over one hour) to take part in school related activities that results in members of staff being deployed to ensure safety of pupil/student is upheld and that a more dangerous scenario does not evolve. Thus meaning staffing levels in a class group are diminished.	
A pupil/student is significantly emotionally distressed and behaviour/actions are impaired meaning they are at further risk	
Teaching and learning is interrupted, diminished or prevented for the pupil/student themselves and/or other pupils/students	
There is damage to property and/or contents/equipment/materials	
The situation caused a Health and Safety issue for pupil/student themselves and/or other pupil/students and or staff	

Risk Assessment/Reason for intervention:

Danger to self	<input type="checkbox"/>	Danger to other students	<input type="checkbox"/>	Danger to staff	<input type="checkbox"/>
Danger to public	<input type="checkbox"/>	Absconding	<input type="checkbox"/>	Damage to property	<input type="checkbox"/>

De-escalation Techniques:

Support Re-direction Choices Offered Staff/Environment Change

Other: _____

The Incident:

Possible Antecedents? (What caused the behavior):

Brief Report (Risk behavior/Sequence of Events):

How many staff were required to manage this incident?

What did the staff member(s) present do?

What happened after?

Was it effective? Yes No

If no, please provide a brief explanation:

Suggestions on how can we reduce the risk of this happening again?

What was done/will be done to recover/repair the relationship between student-student, staff and student?

Other staff/student present that witnessed or were involved in the incident:

Record of Interventions Used:

Disengagement Technique for Personal Safety Details: _____

Hold Please identify: Seated/Standing Level of restriction: low/medium/high

Any other comments: _____

Why was this in the best interests of the pupil/student?

Was it effective? Yes No

If no, please provide a brief explanation:

Pupil/Student and Staff welfare:

NB: Where a pupil/student or staff member was hurt please also fill out pupil/student and/or staff accident form

Was anybody hurt? Yes No First Aid intervention required on site off site

Brief description:

Damage to property. Brief details. Office informed

Next Steps

Contact made with: **(Please circle)** Any extra notes from conversations should be attached to form

Home: Parents/Guardians/Carer Therapies: OT/SLT/Physio/Behaviour NEPS/Psychiatry

NCSE: SENO/SESS Other: _____ None Required

Advised staff member(s) to contact Spectrum Support Meeting

NOTES:

Behaviour Support plan amended Relevant staff informed

Principal/Deputy informed BOM informed Insurers informed

Further actions:

Signed: _____

Staff members involved, Witnesses, Principal, Deputy Principal

INCIDENT REPORT FORM:

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

1. To provide a clear, factual account of what happened
2. To keep a record of behavioural incidents so that
 - a. Behaviour Support Plans can be adapted and kept current
 - b. We can reduce the risk of the incident happening again
3. As a support document for reasoning behind a referral for intervention or maintenance of an intervention

A good incident form describes the incident briefly, factually and honestly, identifies triggers (if known), suggests risk reduction measures and takes account of the welfare of both students and staff. Judgmental, blaming language should not be used. Please see some suggested language below.

Helpful Phrases for ‘What happened? What did you do?’

Asked for assistance - drew towards - eased away - encouraged - guided – used a help hug - led child to the support room/yard/sensory room where s/he could be monitored/observed - monitored/observed (from outside the door) - moved child away from the area of the incident – used physical prompt - used visuals/schedules/timetables - reassured - secured the door - supported - talked pupil down - withdrew other pupils – cleared the area of items that could be thrown – moved other pupils away from danger – asked for help – cleared the area of other pupils – sent for a senior member of staff – asked other staff to withdraw from the area – withdrew myself to a safe distance – kept an eye out for members of the public who might be at risk – prevent emotional/psychological distress to other pupils

De-escalation techniques to try:

Move away: reduce requests; redirect to schedule; sensory/movement breaks; calm stance/voice; calming scripts/songs; change of staff; 1:1 Close to pupil; 1:1 Supervision from afar; time out of class; distraction/diversion; facial expression; first/then; humour; negotiate; offer choice; outline consequence; outline limits/boundaries; positive reminders; planned ignoring; removal to support room using friendly hold (pupil comes willingly); reassure; short tasks only; time given to process; use of reward; verbal support/prompts; praise; removal of trigger/other students

Helpful Phrases for ‘How was this in the best interests of the child?’

Maintain dignity of the child - prevent negative social outcome for child - prevent distress - prevent pain – reduce risk of injury - reduce possibility of... - unsafe situation for pupil(s)/staff - welfare of pupil(s)/staff etc.....prevent emotional/psychological distress

Appendix six

OVERVIEW OF INCIDENTS FOR PUPIL/STUDENT FILE

INITIAL OF PUPIL/STUDENT: _____

Please use initials when referring to other students/staff members.

Date D/M/Y	Tier One/Tier Two	Trigger?	Danger to self (tick)	Danger to others- students (tick)	Danger to others – staff (tick)	Danger to property (tick)	Behaviour plan amended? (Y/N)	Any other information	IRF no. ARF no.	No of staff required

Behaviour Recording - Tier One

Pupil/student initials _____

Tick box if behaviour occurs

Week _____

	Monday				Tuesday				Wednesday				Thursday				Friday			
Code																				
9.30																				
9.45																				
10.00																				
10.15																				
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Code of behaviours being monitored: