



**Roll No. 19560T**  
**Johnstown,**  
**Navan,**  
**Co. Meath**  
**C15 H735**

**St. Mary's Special School**

**19560T**

**Reviewed - January 2021**

### **Code of Behaviour Policy**

#### ***Introduction***

This policy was reviewed by a collaborative staff process in January 2021. St Mary's Special School Code of Behaviour is the result of consultation and collaboration among the stakeholders in St Mary's School in line with the guidelines issued by the NEWB and the Education Welfare Act 2000.

#### **Code of Behaviour**

The school has a central role in children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not. We teach through modelling and demonstration of appropriate behaviour, communication, social story, reinforcement, include the need for movement and sensory breaks for individual pupils to support appropriate behaviour.



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The children bring to school a wide variety of behaviours. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration, and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Children need limits set for them in order to feel secure and develop the skills for co-operation. Therefore, any rules will be age appropriate, with clear agreed consequences.

Parents should co-operate with the school by encouraging their children to understand the need for school rules, by visiting the school and by talking to the members of staff. Parents should be supportive of the school's approach to behaviour management by enforcing a similar approach to ensure consistency. All behavioural approaches used in the school rely on Positive Behavioural Support Systems.

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. Furthermore, the code of behaviour is designed to ensure the safety and welfare of both children and staff in a safe learning environment.

This Code of Behaviour was drafted in January 2021 by the staff of St Mary's Special School.

Having regard to the opinion of all parties, the final completed copy was sanctioned by the BOM

on: \_\_\_\_\_



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This Policy is available in our website. There is a copy of the policy in each Classroom. The policy was viewed by all staff on: \_\_\_\_\_

### ***Rationale***

Essential to the effective learning is a safe, supportive and disciplined environment that respects the following rights;

- The rights of all the students to learn
- The rights of all teachers to teach
- The rights of all to be safe
- It is a requirement under DES Circular 20/90 on School Discipline.
- It is a requirement under the Education Welfare Act 2000, Section 23 (1).
- It is part of our developing School Plan.

### **Relationship to the school Mission and Spirit.**

St Marys is dedicated to providing the highest quality of education and care with in our school community and to ensuring a quality in the learning experience of each individual pupil.



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St Mary's School is dedicated to providing the highest quality of learning, teaching, and care of pupils under our instruction. In partnership we nurture and develop the intellectual, physical, social, emotional, spiritual potential within each child.

The dignity of every child is maintained, and we believe that each child is entitled to an education provision, regardless of individual levels of attainment and functioning. While enabling each pupil to develop his/her potential to the full, we also want our pupils to be happy in school and to enjoy their time in it. We respect the dignity of each pupil and will provide an education to support them in attaining their individual potential in a safe, creative and happy school environment.

The Code of Behaviour Policy will help to foster harmonious relationships and co-operation between staff, parents, and pupils.

### **Aims of the Code**

- To create a positive learning environment that encourages and reinforces good behaviour
- To promote the development of independent living skills for the children
- To promote the social skills for the children to engage in their local community
- To promote self-esteem and positive relationships
- To encourage consistency of response and approach to both appropriate and inappropriate behaviour



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- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To support each pupil in fully engaging and participating as valued members of our school and wider community
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach without disruption
- To ensure that the school's expectations and strategies are widely known and understood through the availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy
- To provide guidance for pupils, teachers and parents on behavioural expectations and behavioural strategies to be utilised.
- To provide for the effective and safe operation of the school.
- To allow the School to function in an orderly and harmonious way.
- To create an atmosphere of respect, tolerance and consideration for others.
- To ensure the safety and well-being of all members of the school community.
- To assist parents and pupils to understand the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures.



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## **Implementation**

Every member of the School community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to their individual differences. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage. Rules will be presented in a manner that is understandable and achievable for the individual children.

## **Affirming appropriate behaviour**

As a school will take a positive approach of teaching and modelling appropriate social behaviours. Then move on to challenging behaviour.

The school ethos supports a functional approach to the management of challenging behaviour.

Behaviour that may present a challenge to others is adaptive and functional for the student; that is to say that the behaviour exists in the student's repertoire because it has been learned and serves a function for the student (e.g. a student may engage in assaultive or destructive behaviour as a means of escaping a task that he/ she finds particularly demanding). The approach of school staff in St Mary's Special School is to decrease challenging behaviour by teaching and reinforcing appropriate replacement behaviours that serve the same function (e.g. teaching the student an appropriate means of asking for a break from a demanding task without resorting to challenging behaviour).

Within St Mary's Special School all staff capitalise on learning opportunities throughout the day across all school settings to teach appropriate functional communication using whatever supports



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necessary (e.g. gestural/ visual prompts; schedules of reinforcement etc.) in order to reduce as much as possible instances of challenging behaviour for all students.

The positive school ethos extends to all members of the school community adopting a positive, calm approach to challenges that may be encountered from time to time. Every effort should be made to ensure that the classroom and school environment is enriched with frequent opportunities for students and staff to encounter social praise and acknowledgement for achievements and to experience a varied schedule of activities to be enjoyed across the school day. There will be a focus on the positive behaviours of the child, rather than the negative.

### **Strategies/incentives**

Reinforcement strategies may be developed by staff to increase appropriate behaviour and/ or reinforce the teaching of new skills. These may include, but are not limited to: social praise and acknowledgement; merit awards for achievements; token/points economies for work completed throughout the day; access to preferred items/ activities intermittently throughout the day; access to break-times following an appropriate request or the completion of a particular task; group-based reinforcement contingencies for rule-following/ appropriate behaviour. Assistance may be recruited from other professionals e.g. psychologists etc to develop additional reinforcement strategies as required.



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## **Reducing challenging behaviour**

The approach adopted by St Mary's Special School in response to challenging behaviour is to effect a decrease in inappropriate behaviour by increasing appropriate behaviour. This should be achieved through the employment of reinforcement strategies and positive programming. Only when data indicate that these positive measures have been tried and exhausted; or have been unsuccessful in eliminating or sufficiently reducing problem behaviour, should a reductive consequence be considered. Reductive consequences refer to specific consequences that are applied contingent upon the occurrence of an undesired behaviour with the purpose of decreasing the likelihood of it recurring in the future. These consequences may include: verbal reprimands, the loss of privileges/ access to preferred items/ activities, a report to a parent/ school principal, the requirement of the completion of an additional task in order to regain access to reinforcement schedules, restitution of the environment following disruptive behaviour, and the removal of attention from the teacher/ non-exclusionary time-out. Parents must be informed of the regular planned use of reductive consequences such as the above in response to their child's behaviour.

## **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 students and staff is our priority. For this reason the school has adopted the MAPA System, which is BILD approved. MAPA is a complete and fully integrated system designed to manage crisis situations effectively, safely, and with dignity.



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All staff at St Mary's Special School who carry out MAPA procedures have been fully trained and certified to do so. Training is "hands on" and competency based and includes written tests. Only staff certified in MAPA are authorised to implement MAPA procedures. Re-certification is annual through training (online or onsite), and instructor recertification is also provided by MAPA every two years.

MAPA provides school staff with a repertoire of crisis management techniques; it is not intended to be used as a behaviour intervention program. Crisis management techniques may be prescribed as part of a comprehensive behaviour support plan for a student with a history of intense levels of challenging behaviour/ behaviour that may pose a risk to self/ others. In such cases parents will be informed of the use of the procedures as part of the behaviour support plan.

MAPA may also be used, in the event of unexpected crisis behaviours, to ensure the safety of students and staff. Staff training in MAPA affords staff with the skills to deal with unforeseen/emergency levels of challenging behaviours in as safe a manner as possible for all involved.

Parents should be informed by phone and in writing via Physical intervention report forms following a crisis incident. School copies of Physical intervention report forms should also be maintained .

Please refer to our MAPA-Physical Intervention policy

There are a number of incident report forms. All 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, before they are sent home.



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Each form has a different protocol:

1. Incident report-parent copy: to be filled in when a pupil is involved in a crisis incident. In this copy no other pupil name would be included.. Appendix A
2. Incident-report School copy: Same protocol as above, with the exception that all names are included.
3. Injury report form-staff: If at any time a member of the staff is injured, he/she will fill in this form and will forward it to the Principal.
4. Physical Intervention Report Incident form: to be completed by the members of the staff who were involved in a physical intervention. Appendix B.
5. A full debriefing meeting should be conducted following any intense/ crisis level episodes of challenging behaviour. These meetings should involve all relevant staff and use the standard debriefing format form developed within the school. Appendix C

### **Suspension/Expulsion**

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal or by letter depending on the circumstances.

For extreme challenging behaviour or repeated instances of serious challenging behaviour which poses a safety risk to students and staff suspension may be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a teacher or pupil will be regarded as serious or gross misbehaviour.



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Where there are repeated instances of serious challenging behaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Principal. Parents are required to give an undertaking to cooperate with the School in developing strategies to address the problem behaviour. Prior to suspension, where possible, the Principal may review the case in consultation with members of the staff involved, with due regard to records of previous challenging behaviour, their pattern and context, reductive consequences 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.

In the case of extreme challenging behaviour, where it is necessary to secure the safety of the pupils and staff, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

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 Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

After following the protocol for expulsion/suspension the parents will be notified by the Board of Management in writing of their entitlement to appeal a decision of the Board of Management. The content of the letter will provide information to access Circular 22/02 and other related forms.



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Section 29 appeals:

An appeal may be made to the Secretary General of the Department of Education & Skills in respect of a decision by a board of management or a person acting on behalf of a board of management to:

- i. Permanently exclude a student from the school, or
- ii. Suspend a student from the school for a cumulative period of 20 school days in any one school year, or
- iii. Refuse to enrol a student in the school.

[Circular letter M48/01 Appeal Procedures Under Section 29 of the Education Act, 1998](#) applies.

[1] In the case of a school which is established or maintained by an Education and Training Board (ETB), the appeal against the decision of the board of management of the school shall be made, in the first instance, to its ETB.

**Removal of Suspension (Reinstatement)**

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The application will be considered with reference to any necessary support and resources required by the school (e.g. physical changes, consulting other experts where applicable



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etc.). The Principal will facilitate a review of the existing behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

### **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. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly.

- Respect for self and others
- Respect for others' property
- Respect other students and their learning
- Kindness and willingness to help others
- Follow instructions from staff immediately
- Walk nicely in the school building
- Courtesy and good manners
- Readiness to use respectful ways of resolving difficulties and conflict
- Ask permission to leave the classroom
- Do your best in class
- Take responsibility for your own work
- Take responsibility for your own behaviour, as much as possible.



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**These can be summed up as 7 main rules:**

1. Show respect/ Be nice
2. Do your best
3. Be tidy
4. Be safe
5. Nice walking
6. Listen
7. Be calm

### **Before/After School**

Parents are reminded that the staff of the school does not accept responsibility for pupils before the official opening time of 9.00a.m. or after the official closing time of 2.40 p.m. except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management

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

- Provide a comfortable, safe environment.



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- Support the Principal and staff in implementing the code.
- Ratify the code.

### **Principal's Responsibilities**

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

### **Classroom Staff Responsibilities**

- Support and implement the school's code of behaviour by:
- Create a safe working environment for each pupil
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Support each pupil in self management of their behaviour through positive and effective communication.
- Create a safe, creative and happy working environment for each pupil
- Ensure pupils have the visual or tactile supports necessary to ensure consistency, understanding of school routine and expectations (timetable, pecs, picture social stories, etc.)



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- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with minor problem behaviour.
- Keep a record of instances of serious challenging behaviour or repeated instances of problem behaviour.
- Report instances of challenging behaviour or other new behaviours of concern to the classroom teacher in a timely manner. This information should be reported to the Principal
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.
- All staff will undertake training in the implementation of student behaviour plans.
- All staff will adhere to the positive Ethos of the school, in order to maintain a positive learning environment.
- Each teacher shall design positive Behaviour Support Plan (BSP) to encourage each child to achieve their individual potential.
- Ensure consistency in implementing behaviour plans.



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- Ensure parents are informed of behaviour support strategies and learning goals to support their child; and provide training and support to parents where possible.
- Keep records of challenging behaviour as specified in the relevant behaviour plans.
- Judgment and common sense should be exercised by all staff to maintain the Health and Safety of everyone.
- Teachers shall engage with the parents at regular planned meetings to keep them informed and updated on the strategies in use in the classroom. The parents input shall be sought and considered in the creation of the BSP as part of a collaborative process.

### **Pupils' Responsibilities**

- Show respect for all members of the school community.
- Follow school and class rules.
- To cooperate with school staff
- To adhere to both, school and class rules.

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

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually.



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- Engage in, support and encourage their children's school work.
- Be familiar with the code of behaviour and support its implementation.
- Co-operate with the class staff in instances where their child's behaviour is causing difficulties for themselves and others.
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.
- Become familiar with the behaviour support strategies and learning goals necessary to support their child and ensure success and generalisation outside of the school environment.

### **Code of conduct for parents.**

- Courteous towards pupils and staff.
- Make an appointment to meet with a Teacher/ Principal through the School office.
- Respect school property and encourage their children to do the same.
- Supervise their young children on school premises when collecting other pupils or visiting the school.
- Label pupils' property.
- Parents should make an appointment with the office before visiting the school.

Parents should ring the buzzer in the office to advise the secretary before entering the school.



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- Must wait in the designated waiting area to speak with the teacher by prior appointment. Appointments are encouraged outside of teaching hours
- Should respect the privacy and dignity of other children, parents and staff of St Marys. In doing so parents should be mindful and respectful of the other stakeholders right to privacy, not to disclose information they may be aware of about other children's behaviour, never to post any information, views or opinions to any online public forum about an individual child's behaviour.
- As per the Safety Health and Welfare at Work Act 2005 and associated regulations St Mary's School does not tolerate verbal or physical harassment in any form by parents, guardians or any other parties.
- The EU definition of work-related aggression and violence as:

“Any incident where staff are abused, threatened or assaulted in circumstances related to their work, involving an explicit or implicit challenge to their safety, well being or health”.

- Any communications, inquiries should be directed towards the classroom teacher. Any direct queries for SNAs should be issued via the teacher. Any discussions a parent has with an SNA regarding the education of their child may take place in the presence of the teacher.

## **Suspension**



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A proposal to exclude a student, through suspension or expulsion, is a serious step, warranted only by very serious misbehaviour.

**The legal context** The entitlement to education is protected in a range of constitutional and legal provisions and in human rights Conventions. The decision to suspend or expel a student are open to appeal and may be subject to judicial review by the High Court. Schools are required, under section 23(2) of the Education (Welfare) Act 2000.

#### **The responsibility of the Board of Management –**

Ø ensure that the school has a policy on the use of suspension and expulsion

Ø ensure that all students and parents, and aware of the school's policy for suspension and expulsion

Ø ensure that fair procedures are used for suspension and expulsion

Ø take special care to ensure that the fair procedures are accessible to people with disabilities or those from different language or cultural backgrounds

Ø **Time and timeliness** - ensure that there are no undue delays in an investigation and in making decisions about the imposition of suspension or expulsion.



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Ø **Confidentiality** - all matters to do with an investigation of alleged misbehaviour are dealt with in confidence

Ø **Suspensions and expulsions** - legal and procedural requirements

Schools are required by law to follow fair procedures when proposing to suspend or expel a student.

Fair procedures have two essential parts:

Ø the right to be heard

Ø the right to impartiality.

This means that students have

Ø the right to know that the alleged misbehaviour is being investigated

Ø the right to know the details of the allegations being made and any other information that will be taken into account

Ø the right to know how the issue will be decided

Ø the right to respond to the allegations



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Ø where the possible sanction is of a serious nature, the right to be heard by the decision-making body

Ø where the possible sanction is of a serious nature, the right to ask questions of the other party or witnesses where there is a dispute about the facts.

The right to impartiality means:

Ø the right to an absence of bias in the decision-maker

Ø the right to impartiality in the investigation and the decision-making.

Fair procedures in school

In a school, fair procedures apply to:

Ø the investigation of alleged misbehaviour that may lead to suspension or expulsion

Ø the process of decision-making as to

(a) whether the student did engage in the misbehaviour and (b) what sanction to impose. The way in which fair procedures are applied will take account of the seriousness of the alleged misbehaviour and will have regard to what is reasonable in the context of a particular school.



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## **Suspension**

Suspension is defined as: requiring the student to absent himself/herself from the school for a specified, limited period of school days. During the period of a suspension, the student retains their place in the school.

The Board of Management of a school has the authority to suspend a student.

Suspension should be a proportionate response to the behaviour that is causing concern

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

Ø the student's behaviour has had a seriously detrimental effect on the education of other students

Ø the student's continued presence in the school at this time constitutes a threat to safety

Ø the student is responsible for serious damage to property.

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



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Suspensions can provide a respite for staff and the student, give the student time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the student to change unacceptable behaviour. However, suspension can be counter-productive if used without a clear rationale or without measuring its impact and value. School management should consider the risk of any unwanted outcomes from suspension, such as an increased sense of alienation from school that could lead to a cycle of behavioural and academic problems

Factors to consider before suspending a student

- Ø Nature and seriousness of the behaviour
- Ø Has the problem behaviour escalated, in spite of the interventions tried
- Ø What is the age, stage of development and cognitive ability of the student?
- Ø Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate

#### Appeal the suspension of a pupil

An appeal may be made to the Secretary General of the Department of Education & Skills in respect of a decision by a board of management or a person acting on behalf of a board of management to:

- a) permanently exclude a student from the school;



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b) suspend a student from the school for a cumulative period of 20 school days in any one school year

c) refuse to enrol a student in the school.

In the case of a school which is established or maintained by an Education and Training Board (ETB), the appeal against the decision of the board of management of the school shall be made, in the first instance, to its ETB.

Appeals are heard within a 30 day period from the date the appeal is admitted; this period can be extended by up to 14 days in exceptional circumstances.

A section 29 appeals committee consists of 3 persons; an Inspector and 2 such other persons as the Minister considers appropriate (one of whom will act as chairperson). At the hearing, the parties to the appeal will be given an opportunity to present their case. Both will have the right to reply and each will have the right to question the other through the chairperson. Hearings are conducted with the minimum of formality consistent with giving all parties to the appeal a fair hearing.

### **Behaviour management plan**

Suspension should be part of an agreed plan to address the student's behaviour.

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.



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The Board of Management should normally 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 student, where the suspension would bring the number of days for which the student has been suspended in the current school year to twenty days or more.

### **Appealing a suspension**

Any suspension is subject to appeal under section 29 of the Education Act 1998 .

These provisions enable school authorities to give the student 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

The Board of Management should offer an opportunity to appeal a Principal's decision to suspend a student.

Section 29 Appeal Where the total number of days for which the student has been suspended in the current school year reaches twenty days, the parents, or a student 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.

Written notification The Principal should notify the parents and the student in writing of the decision to suspend. The letter should confirm:



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

The Principal is required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a))

## **Expulsion**

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him or her from the school, having complied with the provisions of section 24 of the Education (Welfare) Act 2000.

The Board of Management of a recognised school has the authority to expel a student.

The grounds for expulsion. Expulsion should be a proportionate response to the student's behaviour.

The school should have taken significant steps to address the misbehaviour and to avoid expulsion of a student.

Ø the student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process

Ø the student's continued presence in the school constitutes a real and significant threat to safety

Ø the student is responsible for serious damage to property.



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The kinds of behaviour that might result in a proposal to expel on the basis of a single breach of the code could include:

- Ø a serious threat of violence against another student or member of staff
- Ø actual violence or physical assault
- Ø supplying illegal drugs to other students in the school
- Ø sexual assault.

### **Steps in an Expulsion**

**Step 1:** A detailed investigation carried out under the direction of the Principal

**Step 2:** A recommendation to the Board of Management by the Principal Where the Principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal makes a recommendation to the Board of Management to consider expulsion.

**Step 3:** Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing It is the responsibility of the Board to review the initial investigation and satisfy itself that the investigation was properly conducted in line with fair procedures.



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**Step 4:** Board of Management deliberations and actions following the hearing

**Step 5:** Consultations arranged by the Educational Welfare Officer Within twenty days of receipt of a notification from a Board of Management of its opinion that a student should be expelled.

**Step 6:** 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 should formally confirm the decision to expel (this task might be delegated to the Chairperson and the Principal

Please note a full and compressive version of the guidelines and detailed procedures are available from NEWBS ([https://www.tusla.ie/uploads/content/guidelines\\_school\\_codes\\_eng.pdf](https://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf))

### **Responsibility of Adults**

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

As adults we should aim to:



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- Ensure an environment rich in positive communication and healthy social relationships.
- Create a positive climate with realistic expectations
- Promote respect and kindness, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

### **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 students, the teacher, and the Principal to be used to solve individual problems.

### **Methods of Communicating with Parents**

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



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communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents should be 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 are to be used at all levels within the school:

- Informal parent/teacher meetings and formal parent/teacher meetings
- Through children's daily journal.
- Letters/notes from school to home and from home to school
- School notice board
- Email
- Text
- ABC charts
- Phone call.

## **Online Learning**

The code of behaviour applies to remote learning as they do to learning in the conventional classroom. Staff are expected to uphold the following principles.

Staff should:



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1. maintain the same high expectations of pupil behaviour that apply in the physical classroom.
2. Use positive praise and rewards in recognition of engagement, effort and progress.
3. Remember that pupils may be anxious about remote learning; emphasise building positive relationships.

Ratified by the Board of Management on \_\_\_\_\_

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

(Chairperson, Board of Management).

## **Appendix A.**

### **ACCIDENT/INCIDENT REPORT FORM**

(Circle as appropriate)

This is a legal document and needs to be completed immediately once the accident/incident occurs. In accordance with the 2005 Act all employees are required to co-operate fully with the



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employer so that appropriate safety, health and welfare policies are established, implemented and adhered to.

Name of injured party: \_\_\_\_\_

Time of accident/injury: \_\_\_\_\_

Day and date of accident/injury: \_\_\_\_\_

Day and date of completion of form: \_\_\_\_\_

Where did the accident/injury take place? \_\_\_\_\_

Injured party:            Student    Staff            (circle as appropriate)

Detail of accident/incident: Aggression/ Self harm/ Manual handling/ Slip/ Trip/ Fall/ Struck by object/ Absconding/ Medication/ Environmental (e.g. fire)/Other

Briefly describe the

accident/incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Describe action taken to deal with the

accident/injury: \_\_\_\_\_



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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_What part of the body  
was affected: \_\_\_\_\_

\_\_\_\_\_ (Please mark area on diagram attached)

What was the nature of the injury (E.g. bruise, sprain) \_\_\_\_\_

Name of staff member completing form : \_\_\_\_\_ ( Block letters)

Witness/witnesses of accident/incident (if applicable):

\_\_\_\_\_

\_\_\_\_\_ (Block letters)

Witness/witnesses statement(s) (if applicable):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (please attach additional sheets if necessary)

Reported to staff safety representative/occupational first aider (circle as appropriate)

Staff representative notes: \_\_\_\_\_



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\_\_\_\_\_ Was first aid

administered?      Yes/No                                      (circle as appropriate)

First aid details: \_\_\_\_\_

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

Was parent contacted?                      Yes/no                      (circle as appropriate)

Who contacted the parent? \_\_\_\_\_

Additional notes e.g. (was child comforted/was GP visit advised etc.) \_\_\_\_\_

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

Describe corrective measures that need to be taken to address immediate hazards related to the incident (e.g. dry floor if wet, review BSP if necessary etc.)

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



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Staff signature:

---

Date: \_\_\_\_\_

Principal/Health Safety Officer signature:

---

Received form on:

---

Other comments:

---

---

Front of body

Back of body

(please mark injured area with an X)



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## **Appendix B**

Principal - Maria Corredor  
Deputy Principal - Jean Marie Thompson  
[www.stmarysspecialschooljohnstown.com](http://www.stmarysspecialschooljohnstown.com)

Tel: (046) 9023745  
Fax: (046) 9023448  
Email: [smsp@eircom.net](mailto:smsp@eircom.net)



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## Appendix 2

### MAPA PHYSICAL INTERVENTION INCIDENT REPORT FORM.

Students Name: \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_

Where incident took place: \_\_\_\_\_

**1. Name of Staff who implemented the procedures?**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

**2. Reason Procedure was implemented:**

**1. Physical Aggression (continuous)**

**2. High Magnitude Disruption (continuous)**

**3. Self Injury (continuous)**

**4 -** \_\_\_\_\_

**5 -** \_\_\_\_\_

**6 -** \_\_\_\_\_



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**3. Assisted Transport Used:**

**1-person**

**2-person**

**1.**

**Low Level Hold/ Transition**

**2.**

**Medium Level Hold/Transition**

**3.**

**High Level Hold /Transition**

**Where did the transportation procedure occur?** \_\_\_\_\_

**4. Where was student brought after the physical intervention?**

\_\_\_\_\_

**5. Were there any injuries? If so, when did they occur? Was medical attention given to the pupil or staff? If so, attach medical report.**\_\_\_\_\_

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



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\_\_\_\_\_

6. At what time were staff debriefed after the hold? \_\_\_\_\_

7. Statements of witnesses should include a description of what they observed.

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

**Signature of person filling in  
the form:**

**Principal:**

**MAPA Co-Ordinator**



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## Appendix C

### Physical Intervention Debrief Session

Date incident took place: \_\_\_\_\_

Date of debrief session: \_\_\_\_\_

Principal - Maria Corredor  
Deputy Principal - Jean Marie Thompson  
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## Guidelines

1. Debriefing should usually take place on the day following the incident.
2. Debriefing should be completed by the employee(s) involved in the incident and a senior member of staff.
3. Debriefing should take place when MAPA Physical interventions have been used or where a staff member has been injured in an incident.
4. Use the framework of the behaviour incident form to discuss the incident.
5. Afford an opportunity for the staff member to express how they feel about the incident.

Did they feel prepared to deal with the incident?

What can the school do to support the staff member in the future?

Explore any feelings of blame and responsibility with the staff.

## MAPA Debriefing Form



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Debriefing following crisis management/ implementation of physical intervention management plan:

Student name: \_\_\_\_\_

Date: \_\_\_\_\_



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**Were any unscripted tactics used/adaptations  
made to the plan in situ?**

**Person who implemented changes:**



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## **Rationale:**



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[Empty rectangular box for student response]

**What could be done differently next time?**

[Empty rectangular box for student response]



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**Person responsible for updating behaviour plan:**

\_\_\_\_\_

**Review set for:** \_\_\_\_\_

**Signed:**

\_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_\_\_



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## **Addendum - Covid 19**

**Pupils** - A supportive approach with appropriate visuals, signage and teaching resources will be used to encourage the children to adhere to Covid 19 safety guidelines suitable to their level of cognition. Positive behaviour management systems will be in place to encourage the children to engage with appropriate hygiene practices to limit the spread of the virus.

**Staff** - Staff are obliged to comply with and carefully adhere to the Health and Safety guidelines recommended by the HSE and in place in the school to minimise the risk of spreading of Covid 19.

1. Staff must adhere to social distancing protocols
2. Staff must adhere to recommended hand hygiene
3. Staff must contribute to cleaning duties as appropriate
4. Staff must be agree to have their temperature taken



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5. Staff must wear PPE as appropriate
6. Staff must remain considerate of the health and safety of themselves and their colleagues
7. Staff should not present in work if unwell with high temperature, cough, loss of smell/taste or any other recognised symptom of Covid 19.
8. Staff must inform the Covid 19 representative immediately if they present with these symptoms

**Failure to comply.**

1. In the first instance, a verbal warning will be issued and corrective measures may be put in place.
2. If repeated breaches occur a zero tolerance approach will be taken, due to the seriousness of the Pandemic. Any staff member who fails, neglects or refuses to familiarise themselves and comply with the school guidelines (informed by HSE guidelines) will be notified to the Board of Management and subject to disciplinary procedures.