ABACAS Kilbarrack Special School

Code of Behaviour Policy

Code of Behaviour Policy
(2011-2012, revised 2019)

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.

ABACAS Kilbarrack's approach to Behaviour Support acknowledges that the student's behavioural difficulties may be linked to the triad of impairments, sensory sensitivities, and cognitive abilities of the individual. The school acknowledges that the students may have a dual diagnosis and the impact this may have on behaviour.

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 can 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.

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.

Rationale

- 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 Statement

ABACAS Kilbarrack Special School is dedicated to providing the highest quality of learning, teaching, and care of pupils under our instruction. In partnership with the parents/guardians, families and/or residential personnel of our pupils, we seek to provide: individual, intellectual, emotional, social and physical development.

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.

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

Aims

- To create a positive learning environment that encourages and reinforces good behaviour.
- To promote self-esteem and positive relationships.
- To encourage consistency of response to both appropriate and inappropriate behaviour.
- 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 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.
- 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.

Implementation

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

Board of Management's Responsibilities

The Board of Management has a role to play in maintaining a good standard of behaviour. It will act to support the principal and staff in the application of a fair *Code of Behaviour* in the school. The Board of Management authorises the principal to suspend a pupil from school for a maximum of 3 school days, for gross misbehaviour. A special decision of the Board of Management is necessary to authorise a further period of exclusion *(Rule 130 for National Schools)*.

Principals Responsibilities

The principal has a responsibility to ensure that all children are provided with an environment and atmosphere within the school environs conducive to intellectual, social, emotional, moral and spiritual development. To this end the principal will promote a positive school climate and ensure that the Code of Behaviour is implemented in a fair and consistent manner. In the exercising of this duty of care the principal will recognise the value of, and will promote, a high standard of behaviour that is conducive to a positive working environment.

Classroom Staff Responsibilities

- Support and implement the school's Code of Behaviour Policy.
- Create a safe working environment for each pupil.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair to both fellow staff and students.
- Refrain from using personal telephones during school hours outside of scheduled breaks. Personal telephone calls should not be conducted in the school corridors or classrooms during school hours, this also applies to text messaging and internet
- 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.
- Data collection.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of concern.
- All staff will undertake training where necessary in the implementation of student behaviour plans.
- Staff may undertake training in CALM® crisis de-escalation techniques, where this is deemed necessary.

- All staff will adhere to the positive ethos of the school, in order to maintain a positive learning environment.
- Verbal reprimands will be kept to a minimum.
- Ensure consistency in implementing behaviour support plans
- Ensure parents are informed of behaviour support strategies and learning goals to support their child and provide training and support to parents where possible.
- Judgment and common sense should be exercised by all staff to maintain the Health and Safety of everyone.

Pupils' Responsibilities to the best of their abilities

- Show respect for all members of the school community
- Follow school and class rules
- To co-operate with school staff

Parents/Guardians' Responsibilities

- Ensure that children attend school regularly and punctually.
- Be interested 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

- Be courteous and polite towards staff and pupils.
- Make an appointment to meet with a Teacher/ Principal/ Behaviour Support Staff though the School office.
- Keep to scheduled appointment times.
- Protect the confidentiality of students and staff.
- Respect school property and encourage their children to do the same.
- Supervise their children on school premises when collecting other pupils or visiting the school.
- Label pupils' property.
- In the event of a grievance with policy or procedure, the following process applies:
  - -in the first instance, raise the issue with the relevant teacher
  - -if no resolution is found, consult with the principal
  - -if there is still no satisfactory outcome, contact the Board of Management
  - -if the situation is not yet resolved a parent can contact the Department of Education regarding the issue at hand

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 a.m. or after the official closing time of 2.40 p.m.

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 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 communication methods are to be used at all levels within the school:
- Parent /teacher meetings
- Home/ school communication journal.
- Letters/notes from school to home and from home to school
- School website
- School email
- Phone call through school office

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:
- Create a positive climate with realistic expectations.
- Promote, through example, honesty and courtesy.
- Provide a caring 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 those in the school community

Position Statement

ABACAS have a responsibility to ensure that students who receive a behaviour support service are protected from exploitation, abuse, neglect, and unlawful and degrading treatment. All activities related to behaviour support will be supportive and respectful of the individual needs and goals of the student, as identified through an Individual Education Plan, and based on a current and comprehensive assessment.

In addition, all services provided to children and young people must be in accordance with the standards and guidelines outlined in the following documents:
- BCBA - Guidelines for Professional Conduct http://www.bacb.com/index.php?page=100165#guidelines

-Psychological society of Ireland – Code of Professional Ethics. http://www.psihq.ie/DOCUMENTS/Code%20of%20Professional%20Ethics.PDF

-Children First Child Protection Guidelines & more specifically ABACAS' Child Protection Policy

http://www.dcya.gov.ie/documents/child_welfare_protection/ChildrenFirst.pdf

School Wide Positive Behaviour Support

ABACAS Kilbarrack's approach to Behaviour Support acknowledges that the student's behavioural difficulties may be linked to the triad of impairments, sensory sensitivities, and cognitive abilities of the individual. The school acknowledges that the students may have a dual diagnosis and the impact this may have on behaviour. All of these factors will be assessed and will inform the approach taken when providing behaviour support for individual students. The school is committed to working with parents to help reduce problematic behaviours; however, the complex needs of individual students will always inform the ultimate approach adopted.

The school ethos supports an evidence based 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 aggressive or destructive behaviour as a means of escaping a task that he/ she finds particularly demanding). The approach of school staff in ABACAS 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).
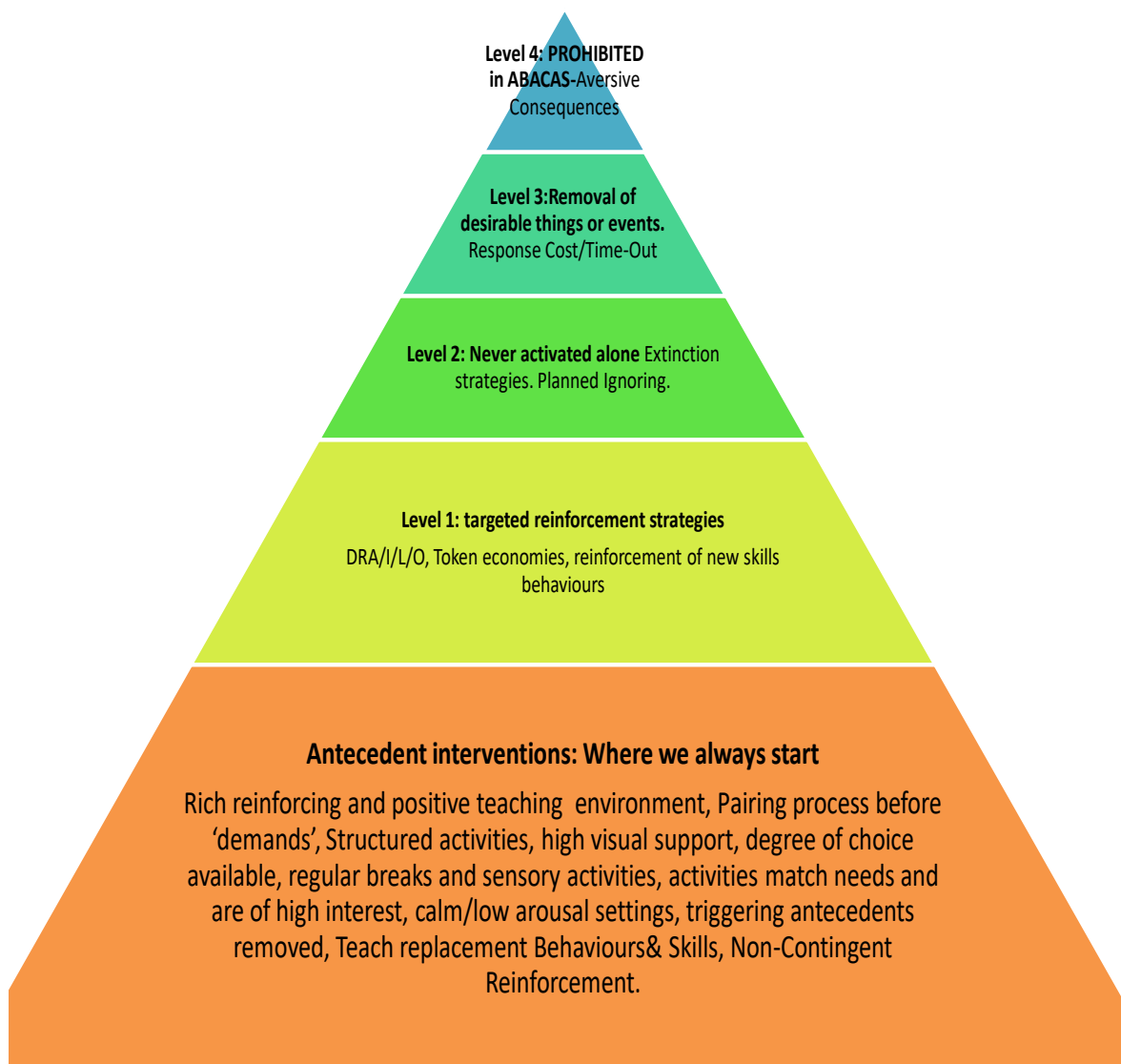
Within ABACAS all staff capitalise on learning opportunities throughout the day across all school settings to teach appropriate functional communication using whatever supports necessary (e.g. gestures, verbal & visual prompts; schedules of reinforcement, communication devices, PECS & Lámh etc.) in order 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, 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. The school recognises the need to prioritise pairing activities at the outset of a student's time in ABACAS. Staff will ensure that demands are introduced gradually, and that the primary focus initially is to develop a positive rapport with each new student.

Least Restrictive Treatment Model

ABACAS Kilbarrack recognise that there is a wealth of research to support the use of behavioural strategies to decrease behaviours that challenge. However, we adhere strictly to the viewpoint that the least restrictive intervention should always be used. Interventions of the least restriction must be tried and have shown not to work before moving up a level in the least restrictive treatment model.

Level 4: PROHIBITED in ABACAS-Aversive Consequences

Level 3:Removal of desirable things or events. Response Cost/Time-Out

Level 2: Never activated alone Extinction strategies. Planned Ignoring.

Level 1: targeted reinforcement strategies
DRA/I/L/O, Token economies, reinforcement of new skills behaviours

Antecedent interventions: Where we always start
Rich reinforcing and positive teaching environment, Pairing process before 'demands', Structured activities, high visual support, degree of choice available, regular breaks and sensory activities, activities match needs and are of high interest, calm/low arousal settings, triggering antecedents removed, Teach replacement Behaviours& Skills, Non-Contingent Reinforcement.

Figure 1: *The above pyramid shows ABACAS Kilbarrack's approach to behavioural intervention. The higher the level the more intrusive or restrictive the intervention is. All Behaviour plans MUST contain multiple elements from the antecedent intervention section. Level 2 & 3 may be moved through*

sequentially, with higher levels only ever being utilised once lower levels have been exhausted. Level 4 'aversive consequences' are strictly prohibited.

Prohibited Practices

Prohibited practices which are criminal offences and civil wrongs may lead to legal action. Prohibited Practices include those that may not be unlawful, but are unethical.

Prohibited Practices include those that:
• Cause physical pain or serious discomfort;
• Restrict access to basic needs or supports;
• Are degrading or demeaning to the pupils;
• Are aversive;
• Are unethical.

The safety, dignity & welfare of pupils are prioritised at all times. Aversive stimuli, which can include sounds, smells, tastes, visual images or physical sensations that cause pain/overall discomfort are strictly prohibited at ABACAS.

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 the on-site behaviour analyst(s) to develop additional reinforcement strategies as required.

Reducing Challenging Behaviour

Challenging behaviour may be defined as:
"Behaviour…of such an intensity, frequency or duration as to threaten the quality
of life and/or the physical safety of the individual or others and is likely to lead to
responses that are restrictive, aversive or result in exclusion." (Royal College of Psychiatrists et al, 2007)

The approach adopted by ABACAS Kilbarrack Special School in response to challenging behaviour is to affect 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, the requirement of the completion of an additional task in order to regain access to reinforcement schedules, restitution of the environment following disruptive behaviour, removal of attention from the teacher/ non-exclusionary time-out/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. Every effort will be made to relate the consequences to the behavioural topography. Most

importantly reductive consequences should never be used in isolation to target a reduction in a particular behaviour and should only be employed as an element within a comprehensive *multi-element behaviour support plan* (MEBSP), including reinforcement and teaching strategies to replace the inappropriate behaviour with an alternative functionally equivalent appropriate behaviour.

Consultation with external professionals (NEPS, NCSE, Beechpark, St Michael's House, Daughters of Charity and any other support service) will be sought by staff at ABACAS if positive programming and subsequently the reductive consequences outlined above do not serve to reduce the specific challenging behaviour to a level that minimises health & safety risk to the student themselves, other students and the staff at ABACAS.

The Behaviour Support Plan

The behaviour support plan (BSP) is the component of the IEP that attempts to reduce behaviours that impede education. The BSP will outline strategies to reduce the occurrence of inappropriate behaviours and increase socially and contextually appropriate behaviour. In order to make this connection the BSP includes the following elements:

1. The operational definition of the behaviour impeding instruction.
2. A reference to the key results of a Functional Behaviour Assessment (FBA). The full results of the FA will be available in the case file of the child / young person should further consultation be required. A functional assessment is conducted to determine the purpose (function) the challenging behaviours serve for the student. At ABACAS we require both *direct observation* functional assessment e.g. ABC narrative reports, scatterplots or functional assessment observation reports (FAO) and indirect questionnaires e.g. Functional assessment interviews (FAI) with teachers or parents or questionnaires like the Questions about behaviour Function (QABF).
3. The intervention strategies to be used. These are selected based on the function(s) of the behaviours. Such strategies and supports are reinforcement based and may also include curriculum and instructional modifications, and changes in the classroom environment. These strategies may take a number of forms including skills teaching, generalisation planning, parental supports, reactive strategies, environmental adaptations, and direct interventions.
4. The behavioural objective(s) that state the agreed upon change in the form or rate of the inappropriate behaviour for the student along with a measurable criterion.

Elements of the Behaviour Support Plan

- Target Behaviour
- Functional Assessment Data Results
- Direction Intervention
- Alternative Skills to be taught
- Environmental Accommodations (Antecedent Interventions)
- Reactive Strategy
- Measurement
- Criterion
- Generalisation Plan
- Review Date

- Authors
- Staff Sign Off

Target Behaviours:		Measurement:	
Function derived from:			
Results of Functional assessment:		**Criteria for changing/fading elements of plan:**	
Direct Intervention - behavioural intervention being employed	*Reactive Strategies*	*Alternative Skills to be Taught that replace the challenging behaviour*	*Environmental adaptations/antecedent interventions*
Rationale for intervening:			
Generalisation plan:			

Figure 2: *Blank template of a Multi-element behaviour support plan which every student attending ABACAS who has a behaviour impeding their education will have.*

Steps in scripting/compiling a Behaviour Support Plan

The process by which behaviour is identified as requiring the further attention or analysis can take a number of forms. One potential identification of need takes the form of a referral from the child/ young person's parents regarding a behavioural issue of concern. Other examples are where the staff in the school witness a behavioural episode and report it to the school's Principal, Behaviour Analyst or class teacher.

The steps that will be followed in the identification of behaviours for further attention and the compiling of a BSP are as follows;

- Identification of behavioural issue requiring further analysis.
- Baseline of behavioural incidents will be taken.
- Observation of behaviour of student.

- Consult with parent/s of the student.
- Consult with staff working directly with the child/young person.
- Carry out functional assessment and/ or collect additional data.
- Consult behavioural literature and tactics available in the science to ensure an evidence based approach.
- If necessary consult external multi-disciplinary support services. This will especially be the case where students are receiving medication which may have an effect on behaviour.

Scripting a Behaviour Support Plan

Plans are written by resident Board Certified Behaviour Analyst(s) (BCBA), sometimes in conjunction with trainee BCBA's who are working directly with the student.
Receive the informed consent from the child/ young person's parent/s.*
Training for staff implementing BSP and the signature of staff when the BSP has been explained.

*Informed consent will be sought for all new Behaviour support plans regardless of the specifics of the interventions. Any tactical changes during the plans lifespan will also require additional parental consent. Parents are welcome at any time to meet with the Behaviour Analyst to discuss their child's behaviour support plan or attend for a parent support session to witness first hand the components of the plan.

Maintaining Data

Programs that use evidence based practice as the educational model spend much time and effort in data analysis to guide the decision-making process. This ensures an objective view of the behaviour. Once an intervention procedure has been implemented, data will be maintained on how the intervention is having an effect on the behaviour. This data will determine if the intervention is effective or not. This is an essential part of any intervention, as it ensures objectivity in decision-making. If the behaviour is improving, the behaviour support team will make a decision as to when the intervention will be faded or discontinued. Each student in ABACAS has an individualised excel chart, staff log all data required by the behaviour support plan (as listed in the measurement section) daily. Graphs for interpretation can be readily created to influence decision making.

Role of Multi-disciplinary team in BSP

All steps in the provision of behaviour support may require collaboration with a range of parties including (but not limited to):

- the child/young person (where appropriate);
- the child/young person parents or carers;
- significant others who are important to the child/young person (e.g. siblings, extended family members, friends/ where appropriate);
- professionals who are involved with provision of care and/or support to the child/young person (e.g. teacher, tutor, Occupational or Speech & Language therapist, neurologist, paediatrician, psychiatrist, Psychologist, and Behaviour Analyst);
- Practitioners from other disciplines who are involved in providing a service to the child/young person, or to others within their support system (e.g. mental health worker, Social worker).

Medication & Behaviour Support

Parents are asked to inform the school if their child is receiving any regular medication. Where prescribed medications are known to have a behavioural effect these possible effects will be factored in to all behaviour support measures.

Informed Consent

During the process of scripting a Behaviour Support Plan the proposed interventions are discussed with the parent and they are made aware of all potential outcomes or consequences of any proposed intervention. Consent will be sought in written form. The legal guardians will be presented with a consent request form and the behaviour support plan in question and their signature will be requested.

In the event of Parental/Guardian Consent not being granted

Behavioural interventions implemented in the school will only be done so with full parental/guardian support. In situations where parental/guardian support for the best practice intervention as selected is not forthcoming, a meeting will be held with the child/ young person's family to present and examine all of alternative interventions available. It may also be appropriate to involve the relevant external support services for the student in question (Beech Park, St Michaels House, Daughter of Charity etc). The potential effectiveness, outcomes, and consequences of each intervention will be discussed with reference to the school's duty of care towards all its students and staff. After all outcomes and risks have been examined a decision will be proposed.

If agreement cannot be arrived at then the matter is referred to the Board of Management of ABACAS Kilbarrack for consideration.

Exceptional behavioural supports

Due to the nature of the students behavioural excesses and deficits situations may arise where a parent cannot be contacted prior to crisis situation. In this event the staff will take the necessary steps to ensure the safety of the student, his/ her teachers, and the other students in the school. An exceptional response may be required in situations where there is a clear and immediate risk of harm linked to behaviour(s) and there is no Behaviour Support Plan (BSP) in place. The risk may impact on the child/ young person or on others. In such circumstances immediate intervention may be considered necessary in order to manage the risk to the student and staff. This is referred to as an emergency response.

The incident must be recorded on a ***behaviour incident report form*** and will be completed by all staff involved in the incident, the form will also be signed by parents as proof of receipt. As such, it must be fully documented, the levels of injury reported and dealt with appropriately in accordance with *Health and Safety* requirements. A copy of all behaviour incident reports will be kept in the child/young persons file in school and a second copy will be sent to the child/young persons legal guardian/s.

An exceptional behavioural response may require the use of emergency behavioural support in order to prevent serious self-injury or harm to another person. After any *emergency responses* the staff, students and witnesses involved will be debriefed, while the behaviour incident report form is completed and receive any supports that the school can provide. Their feedback on the incident will be requested and any changes that can be suggested.

As soon as practicable after the *emergency response* has been managed, data should be collected and steps should be taken to have a *Behaviour Support Plan (BSP)* developed in accordance with the procedures outlined in this policy.

The family of the child/ young person will be informed of any *emergency response* that occurs in writing in order to confirm their understanding of the incident in question. ABACAS will offer any support that it can to the child/ young person in question and the family of this individual.

Crisis Management - *This section of the policy should be read in consultation with ABACAS Kilbarrack's Physical Restraint Policy.*

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 trains staff in the BILD (British Institute for Learning Disabilities) accredited physical intervention system, CALM®(Crisis and Aggression Limitation and Management). CALM® has been developed as a set of procedures designed to avoid physical confrontation, to de-escalate a situation, and to manage crises in the safest way possible.

Staff at ABACAS who are required to work with students who display physically challenging behaviour will be trained in CALM® procedures, and competency measures required by BILD (British Institute for Learning Disabilities). Physical Interventions Accreditation Scheme must be met in order to become and remain CALM® certified. Re-certification will be on a yearly basis through on-site training.

CALM® 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 informed parental consent must be obtained in writing for the use of the procedures. The school may document instances where a high level CALM® technique has been used. Consultation with external professionals (NEPS, NCSE, Beech Park, St Michael's House, Daughters of Charity and any other support service) may be sought when reporting suggests that incidents requiring crisis management are occurring at a high frequency.

Key points of crisis management:
1. Emergency procedures should only be used when there is a real and present need to protect the student, and/ or others in the environment.
2. The protection of the health and safety of the person with whom intervention is taken should be paramount in the decision as to which emergency procedure is used.
3. The use of emergency procedures should occasion an assessment of the factors leading up to its use and consideration of the measures, if any, that should be taken to reduce or eliminate the need to use the procedure in the future.
4. The Behaviour Support Plan should be reviewed whenever a CALM® restraint has been warranted.

Parents should be informed by phone and in writing via incident report forms following a crisis incident. School copies of incident report forms should also be maintained.
A full debriefing meeting should be conducted following any intense/ crisis level episodes of challenging behaviour. These meetings should involve all relevant staff and pupils. The standard behaviour incident reporting format developed within the school should be used.

Suspension/Expulsion

Before serious sanctions such as 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.

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 Chairperson and 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/extended 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

Removal of Suspension (Reinstatement)

Following or during a period of extended 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 etc). The Principal and the Behaviour Analyst will facilitate a review of the existing behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Procedures in respect to Expulsion

Where an assessment of the facts confirms serious levels of challenging behaviour that could warrant expulsion the following steps apply:
- A detailed investigation carried out by the principal.
- A recommendation to expel to the Board of Management by the principal.
- Consideration by the Board of Management of the principal's recommendation and the holding of a hearing.
- Board of Management deliberations and actions following the hearing.
- Consultations arranged by the Education Welfare Officer.

- Confirmation of the decision to expel.

Appeals

Under Section 29 of the Education Welfare Act 1998, "parents are entitled to appeal to the Secretary General of the Department of Education & Science against some decisions of the Board of Management, including;
- Permanent exclusion from a school and
- Suspension for a period which will bring the cumulative period of suspension to 20 school days or longer in any one school year.

Appeals must generally be made within 42 calendar days from the date the decision of the school was notified to the parent. Parents/guardians are informed of their entitlement to appeal a decision of the Board of Management in relation to suspension or expulsion included in the written notification.

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.

Policy Review

It is fully acknowledged by all parties that this code of behaviour policy will be reviewed from time to time to ensure that it is kept up to date and that it retains its relevance. Ongoing evaluation and new approaches to education, Ministry guidelines and DES agreements may require this document to be modified.

Signed: _____
        John Dennehey, Chairperson
        Board of Management, ABACAS Kilbarrack Special School

Signed: _____
        Laura Kelly, Principal
        Secretary Board of Management, ABACAS Kilbarrack Special School

Ratified by the board of Management on: _____

Informed consent
Behaviour incident forms

<u>Informed consent</u>

Student: _____
Re: Behaviour Support Plan No. ____ (Full Plan attached)
Date :_____
This document is written with the intention of keeping you informed of all details of the behaviour support programme in place for your child. The details of the proposed behaviour support plan are attached to this document. Please read the information contained within it and sign below if you are satisfied with the plan as proposed. Should you have any further queries in relation to this document, please contact the Director of education in order to discuss this behaviour support plan further.

_____

1. As legal guardians for _____, I/we hereby consent to the use of the behaviour support procedure described on the previous pages in the educational programme of our son/daughter.
2. I/We acknowledge that no guarantees have been made to us regarding the results of this behaviour support programme.
3. I/ We understand that within the scope of the behaviour support programme there is full intent to increase socially appropriate behaviours in line with functional assessment data
4. I/We realise that the behaviour support programme described above will be closely monitored and supervised, and in the event of the observation of any side effects which may be in any way injurious or detrimental to the student the behaviour support programme will be immediately terminated. We further understand that the decision to terminate may be made by ourselves or by the staff in ABACAS. Typically this is a joint collaborative decision.
5. If I/we had any queries about the plan they were addressed either in person or over the phone. (Please call the BCBA or Principal if you have any queries).

Please PRINT your name(s) & relationship to student_____

SIGNATURE(s) _____

Date: _____

Behaviour Incident Report

Behavioural incident reports provide documentation of events that have occurred involving students that may, or will have implications for future consequences of that behaviour. **These reports describe incidents that are deemed serious, and/or so unusual to warrant a written record**. These records become part of a student's file and may be used to better design behaviour support interventions. A useful rule to observe when deciding if an incident should be reported is: When in doubt, document it.

The individual responsible for writing a report is s/he who was directly involved, first observed, or received knowledge of the incident. The sequence of events in an incident may require separate reports from different adult observers/participants.

Remember: your report may be read by parents, officers of the court, or others who may be legally entitled to the information. And, it may be read at times when you are not present to explain the meaning of your statement. Thus, the report should be written with sufficient factual detail that it will be clearly understood without additional explanation.

Student name:	Time and Date of incident:
Report completed by:	Report date:

Name of behaviour: _____

Location of incident: _____

Witnesses to incident: _____

Opportunity for break provided to staff directly involved: Accepted □ Declined □

Debrief given if necessary yes □ No □

1. What was happening immediately prior to the incident (programme/activity etc)?

2. Were there any environmental stimuli or possible setting events for the behaviour?

3. Describe the student's behaviour during the incident / what did they do?

4. What was the immediate reaction to the behaviour (staff and other students)

5. If a CALM® procedure was used name it and describe your rational for using it. (if not go to question 7)

6. If Level 4 intervention (cross over or figure 4) was used record in CALM® Reporting Book (principal's office) & complete debrief session. (if not go to question 7)

7. What was the student's reaction to actions taken by others?

8. What do you think was the function of the behaviour for the student? Give your impression of why the person engaged in the behaviour.

9. Indicate any recommendations you have for follow-up.

Signed: _____

Witnesses: _____

_____

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Dear Parent/Guardian of _____

Please sign this slip to acknowledge that you received this incident report dated _____ and return to the school.

Parent/Guardian Name: _____
Date: _____