

Code of Behaviour Policy

Craddockstown policy for appropriate behaviour

Contents

1. Introduction	4
1.2. Craddockstown School Ethos & Characteristic Spirit	5
2. Aims of the Policy	5
2.1 Rationale	6
2.2 Partnership Approach	6
2.3 School Context	6
2.4 Definition: Behaviours of Concern	6
3. Roles and Responsibilities	7
3.1 Board of Management	7
3.2 The Principal	7
3.3 Teachers and SNAs	7
3.4 Students	8
3.5 Parents/Guardians	8
4. Communication with Parents/Guardians	8-9
5. School Rules	9
5.1 General School Rules	9-10
5.2 Playground Rules	10
5.3 Transport Rules	10
6. Encouraging, Promoting & Supporting Positive Behaviour	11-12
7. Behaviour Management Protocol	12-13
8. Minor Levels of Behaviour of Concern	14
8.1 Possible Sanctions	14
8.2 Low Arousal Approaches	14-16
9. Major Levels of Behaviours of Concern	17
9.1. Individual Instances of Behaviour of Concern	17

9.2 During Incidents of Behaviours of Concern 17-18

10. Physical Intervention- Our Approaches to Best Practice 18-19

11. Positive Strategies, Positive Handling & Physical Intervention 19-21

12. Incident Report Forms 21

13. Procedures for Dealing with Suspension 22

14.Period of Suspension 22

15. Appeal of Suspension 23

16. Procedures in Respect of Expulsion 23

17. Record Keeping 23

18. Notifications of Childs Absence from School 24

19. Ratification Review 24

1. Introduction

Craddockstown School is a Special School under the patronage of the Kildare and Wicklow Education and Training Board (KWETB) that provides an appropriate education for students, aged 4 to 18 years old, who have a diagnosis of Autism and complex learning needs, or complex learning needs, with a professional recommendation for a Special School who require the support of a Special School setting.

Craddockstown School delivers the curriculum as prescribed by the Department of Education and adapted to meet the educational needs of each student. A variety of methodologies and strategies are adopted to maximise the students' learning potential. Supported by the child's multidisciplinary team, the teachers and staff provide a caring and challenging learning environment which fosters personal, social and academic development. All students have an Individual Educational Plan designed specifically for them.

Our school is a place where everyone feels a sense of belonging and ownership. The school is characterised by respectful and positive relationships which support the dignity of every individual. We are committed to ensuring a safe environment where our students can maximise their potential. Forging meaningful relationships with the students, their parent(s)/guardian(s) and all involved in their care and education, is essential to ensuring a quality educational experience for our learners.

This policy is drawn up to ensure compliance with legal requirements and good practice as set out in "Developing a Code of Behaviour: Guidelines for Schools" (NEWB 2008).

The school will provide parent(s)/guardian(s) with a copy of the Code of Behaviour before enrolment of their child into the school.

Parents/Guardians will be asked to confirm in writing that the code is acceptable to them.

1.2 Craddockstown School Ethos and Characteristic Spirit

Craddockstown School is a state, multidenominational, co-educational school underpinned by the core values of:

- Excellence in Education
- Care
- Equality
- Respect
- Community



2. Aims of the Policy

- To promote a positive and a safe learning and working environment for all students, staff and visitors,
- To ensure the safety and wellbeing of all members of the school community,
- To support the delivery of teaching and learning,
- To work in partnership to create a positive atmosphere and culture in the school where each student and staff member feels valued,
- To encourage high expectations of all students in learning and in behaviour,
- To respect and to safeguard the rights and the dignity of every member of the school community,
- To allow the school to function in an orderly way where students can make progress in all aspects of their development,
- To create an atmosphere of respect, tolerance and consideration of others,
- To assist staff, parents/guardians and students in understanding the systems and procedures that form part of this Appropriate Behaviour Policy and to seek the cooperation of all in the application of these procedures.

2.1 Rationale

This Appropriate Behaviour Policy was developed to ensure:

- Existing policy is in compliance with legal requirements and good practice as set out in Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008,
- A positive, non-confrontational and autism friendly learning environment for our students,
- That every effort is made to create an environment where our students and the school community are safe in the school,
- That best practice in relation to promoting positive behaviour is maintained throughout the school,
- That the school functions in an orderly and harmonious way.

2.2 Partnership Approach

This policy has been developed in line with the ethos of Craddockstown School.
The objective of our policy is to create a respectful and caring environment, in which every individual is given the best possible opportunity to grow and develop in a safe and a positive environment.

2.3 School Context

Craddockstown School is a special school which provides an appropriate education for students, aged 4 to 18 years old, who have a diagnosis of Autism and complex learning needs, Or Complex learning needs, with a professional recommendation for a Special School. The management of pupil behaviour will take account of this fact and decisions will be made in this context.

2.4 Definition: Behaviours of Concern

All behaviour is communication. Behaviours of concern can be defined as “behaviours that indicate a risk to the safety or wellbeing of the people who exhibit them or to others” (Chan et al., 2012).

3. Roles and Responsibilities

All school staff have an important responsibility to model high standards of behaviour, both in their dealings with students and with each other.

3.1 The Board of Management

Is responsible for ensuring that an Appropriate Behaviour Policy is prepared, ratified and implemented in the school

- Has a duty of care to provide a safe environment for students and staff in the school,
- Supports the Principal and staff in implementing the policy.

3.2 The Principal

- Has overall responsibility for the implementation of the Appropriate Behaviour Policy,
- Creates and promotes a positive culture within the school,
- Ensures that all staff receive a copy of this policy and are provided with training, on the Appropriate Behaviour Policy,
- Ensure that the Appropriate Behaviour Policy is implemented in a fair and consistent manner,
- Arranges for the review of the Code as required.

3.3 Teachers and SNAs

- Promote a positive climate in the classroom and in the school community,
- Create a positive learning environment that encourages and supports good behaviour,
- Implement the Appropriate Behaviour Policy in a fair, consistent, appropriate and reasonable manner.

3.4 Students

- Are responsible for doing their best to adhere to the Appropriate Behaviour Policy,
- Are encouraged to assist staff in the maintenance of a positive and a safe environment for learning,
- Do their best to understand and practice school rules,
- Do their best to cooperate with staff,
- Do their best to treat other students and staff with respect.

3.5 Parents/Guardians

- Support their child in the understanding and the implementation of the Appropriate Behaviour Policy,
- Communicate with the school in relation to any issues which may affect their child's behaviour or general well-being. Home school communication is essential in supporting this code of behaviour policy,
- Treat all members of the school community with respect,
- Work collaboratively with the staff on the implementation of any behaviour support plans designed for their child.

4. Communication with Parents/Guardians

Communication with Parents/Guardians is central to maintaining a positive approach to issues concerning their child's wellbeing and education.

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

Parents/Guardians are encouraged to talk in confidence to the Principal and/or teachers about any significant developments in their child's life which may affect the child's behaviour.

The methods of parent/guardian-teacher communication used in Craddockstown School include:

- Text messages from the school to the parent(s)/guardian(s),
- Phone calls from school to parent(s)/guardian(s) and from parent(s)/guardian(s) to school,
- Notes from school to parent(s)/guardian(s) and from parent(s)/guardian(s) to school
- Letters and emails from school to parent(s)/guardian(s) and from parent(s)/guardian(s) to school,
- Meetings arranged by appointment with staff through the School Office,

- Communications via approved school software platforms that may be used by the school.

5. School Rules

Together we work towards standards of behaviour that are based on four general principles:

- Everyone has a right to be safe and to feel safe,
- All students have a right to learn,
- All teachers have a right to teach,
- School property must not be wilfully damaged.

5.1 General School Rules

- We listen to each other,
- We listen to staff,
- We walk in school,
- We are kind to each other,
- We are gentle with each other,
- We do what our teacher asks us to do,
- We look after ourselves and our belongings in school,

- We take care with the belongings of others,
- We take care of our classroom,
- We are honest,
- We do our best,

In addition, each class teacher will develop and maintain class rules appropriate to the age and needs of the students. The class teacher and SNAs will work collaboratively in the implementation of these class rules.

5.2 Playground Rules

- We stay in our playground,
- We are kind to each other,
- We take turns,
- We play nicely with our friends,
- We speak kindly to each other,
- We do what our teacher asks us to do,
- We wait until our teacher and/or SNA collects us from the playground,

5.3 Transport Rules

- We stay in our seats until it is time to get off the bus,
- We wear our seatbelts,
- We do not eat on the bus,
- We are kind to each other,
- We are gentle with each other,
- To ensure our safety on the bus, we follow the Health and Safety instructions that our teacher, SNA, bus escort or driver asks us to do.

6. Encouraging, Promoting and Supporting Positive Behaviour

Good behaviour is acknowledged, encouraged and rewarded. There is a whole school approach to affirming and promoting good behaviour. A system of incentives and rewards will be used to encourage students to follow the school rules.

Examples of some incentives that are regularly used include:

- Verbal praise and encouragement of positive behaviour,
- Displays of student work,
- Reward systems such as tokens, score boards, visual charts or choosing a preferred activity,
- Giving the student the responsibility of important jobs in the classroom or in the school,
- A positive comment sent home in a student's communication journal,
- Giving the student extra time on preferred activity,
- The use of positive stickers.

As a staff, we believe in promoting positive behaviour by

- Ensuring that pupils are treated fairly and equally,
- Accepting pupils where they currently are at, and aiming to foster behaviour through explicit teaching and modelling,
- Promoting an appropriate broad and balanced curriculum. All efforts will be made to match the curriculum to the abilities, aptitudes and interests of each pupil,
- Teaching pupils to speak nicely and respectfully,
- Teaching pupils to leave classrooms safely,
- Teaching pupils how they are expected to behave in school, allowing for their varied abilities and ages,
- Teaching pupils' self-care skills and personal hygiene,
- Giving positive attention,
- Good quality teaching, using varied teaching approaches,
- Consistent communication of school rules (visual display of same),

- Developing a pleasant, safe, calm, positive and stimulating learning Environment,
- Using strong communication systems consistently by all staff members, e.g., PECs, AAC, LAMH Verbal/gestural affirmation by all members of staff,
- Choice of preferred activity and rewards,
- A co-ordinated approach by all staff working with the pupil,
- A co-ordinated approach between the school and home,
- Communicating achievements to parents, other pupils and principal striving for high standards and having high expectations, presuming competence,
- Granting appropriate recognition and rewards. These may include stickers, stars, small treats, 'pupil of the week' award. Getting the class to give a clap,
- Delegating some special privileges or responsibilities/duties Teachers and S.N.A.s creating moments of success and then acknowledging them,
- A visit to another member of staff or the principal for commendation. The type of strategy chosen by the teacher to deal with minor behaviours of concern will depend on the competency and ability of the pupil as well as the context of the situation.

7. Behaviour Management Protocol

We value the uniqueness of all pupils within a Craddockstown School. We believe that all staff and pupils have the right to work in a safe, secure, caring and respectful environment. We can maintain a safe environment by reflecting on the decisions and outcomes; learning from past experiences; being proactive rather than reactive; seeking professional advice and support from our multidisciplinary team, and external agencies, such as NCSE etc.

Behaviours of concern can come under 'Minor' and Major Breaches of Discipline'. Judgement on the part of staff is based on a common sense and understanding approach with regard to the nature and frequency of breaches of discipline (behaviours) and the intent and function of the behaviour, coupled to their level of cognitive/communicative ability and other diagnoses. Consideration of all the facts will be taken into account by staff.

Pupil behaviour needs to be considered from an alternative perspective to that of systems at play for typically developing and communicating pupils. There are a range of factors, personal, interpersonal and environmental that influences our pupils' behaviours as the pupil tries to manage and adapt to the many elements of the school environment. Promotion of a supportive school environment includes physical, cognitive, social, emotional and spiritual dimensions-- General health and well-being, levels of communication and social skills, learning and behaviour are closely linked, so the promotion of a supportive school environment involves development of a health fostering culture.

Behaviour support programs must foster inclusiveness, catering for diversity of student's needs- There are no 'one size fits all' strategies for addressing behaviours of concern. Pupils are individuals, with individual needs, and behaviour issues arise from a range of developmental, lifestyle and environmental factors specific to each pupil. Support strategies must therefore be similarly unique and specific for each issue that arises. Positive Behaviour Support Plans are pupil-centred, and are devised, monitored and reviwed for the individual pupil, to foster structure, routine, autonomy and learning, so that pupils can feel safe, and conditions are conducive for maximising learning potential.

Focus is on encouraging a sense of belonging, value and acceptance. We acknowledge that all behaviour is communication, and our first step is to try to ascertain what a pupil may be trying to communicate to us. Pupil behaviour may also be linked to the quality of the learning experience and positive teacher-pupil relationships are crucial to achievement of behaviour and learning outcomes. A relevant, stimulating curriculum, presented via effective pedagogy, is the key to pupil engagement in learning, which in itself promotes pupil wellbeing and positive pupil behaviour. Positive relationships come via positive communications, whether teaching, encouraging, acknowledging or correcting.

Effective behaviour support requires collaboration, with sound internal support structures and links to external support agencies. For effective behaviour support, the teacher welcomes support from internal school support personnel, and the school welcomes support from external support agencies where available and/or appropriate.

8.Minor levels of Behaviours of Concern

While we endeavour to achieve the highest level of good behaviour amongst our students, we recognise that when implementing the policy, consideration must always be given to the level of understanding of the individual student.

Instances of a minor misbehaviour are dealt with by the appropriate staff member. Parents/Guardians will be involved at an early stage in the management of their child's behaviour.

8.1 Possible sanctions:

- Use of facial expression,
- Use of firm tone,
- Use of quiet time – removal from the group under adult supervision,
- Removal of others from the vicinity of the child,
- Removal to an appropriate area for safety and/or self/sooth reasons,
- Asking the Principal to speak to the child,
- Use of distracting activity,
- Note in the student journal,
- Use of appropriate resources to assist the student to regulate their behaviour.

8.2 Low Arousal Approaches

Low arousal approaches to be used for minor and serious behaviours of concern for managing low and high levels of behaviours that challenge.

Appear Calm Staying calm

In both voice and body language. Demonstrate positive body language by trying not to look tense e.g.- arms folded/ waving and breathe deeply. Speaking softly, slowing down and keeping instruction short.

Personal Space

Maintain a safe distance (one meter plus) while ensuring the pupil's safety, keep near an exit if able to do so.

Regulation

Allow the pupil space and time to self-regulate first, before trying any intervention.

Eye Contact

Do not stare at the individual, maintain conversational eye contact, only if comfortable and appropriate for the individual pupil. Give intermittent eye contact to help reassure.

Touch

Avoid touching the individual even if you are familiar with them, as it may not be interpreted by the individual in the manner you intend. Avoid touching pupil until they have regained control.

Noise

Surrounding noise can be upsetting to an individual, turn off noise and remove any unnecessary environmental sounds. Remove unnecessary demands or requests.

Listen

Listen to what the individual is communicating, sit or kneel while maintaining a safe distance. Make it clear that the child is being listened to. Help the pupil to identify and express their upset and needs. Stay at their level.

Distract

Try to distract/redirect or engage the individual, with minimal language used, in a chat or activity that they like in a discreet manner. Offer a preferred object or activity now or later and ensure it is followed through. Allow the child time to recover from the incident before moving on. Only one staff member's voice to lead the interaction with the pupil. Other staff should not engage with the child. Remove other people It can be easier to remove other people from a situation as opposed to the individual who is upset. Allow lead staff member to make this decision.

De-Brief

It is important to talk to all persons involved in the incident, to understand and examine how and why the incident has occurred. The information can assist in future management of incidents and give staff the opportunity to talk about how they feel.

Teachers who know the pupil will choose the strategy best suited to deal with the behaviour of concern, but at all times staff will engage in the low arousal approach as detailed above.

- Ignore inappropriate behaviour if possible,
- Loss of/delay of a preferred activity for a short period of time, if pupil can manage/ understand this or option to choose an alternative activity or redirect. Curricular subject areas and breaktime will not be used for this,
- Visual supports and/or social stories used to communicate with/support and clarify to pupils,
- Facial expressions carrying a message of disapproval, saying "NO", again only if pupil can tolerate such a response without a re-escalation of a behaviour
- Timely intervention, with attention or praise or with what you know works for a particular pupil, Visual signs -"wait",
- Group activity with child if appropriate after the incident, a report will be documented, and parents/guardians will be informed of the incident. Teacher and staff involved will reflect upon possible triggers/consequences of the pupil to assist to manage accordingly in the future, if possible.

9. Major levels of Behaviours of Concern

Continuous instances of unacceptable behaviour may lead to an escalation to more serious sanctions described below.

9.1 Individual Instances of Behaviours of Concern

In the event of an episode of extreme challenging behaviour where the principal and class team deem that there is a safety concern for staff and students and in the interest of the safety of all, the Parent(s)/Guardian(s) will be contacted to collect the student from school at the time of the incident and this will be recorded as a suspension for the rest of the school day. This will be in the event that;

- Co-regulation has been tried and is not enough to support the pupil,
- Breakdown of the child's Positive Behaviour Support Plan (BSP),
- Breakdown in Crisis prevention institute to ensure everyone's safety,

9.2 During Incidents of Behaviours of Concern

Low arousal approaches

As detailed above and also where necessary,

Seek Assistance

Call for help and ensure that staff work in a co-ordinated manner when assistance arrives. If the pupil is going to harm himself/herself or other pupils or staff, then staff will intervene in a manner that is reasonable and provides guidance for the pupil, as deemed necessary for the safety of all involved as outlined in the pupils positive behaviour support plan.

Adaptation

Adapt the environment if necessary.

After the incident of Behaviour of Concern:

- If it is a serious behaviour the incident will be reported to the Principal and

record the Incident in an objective and factual manner, detailing the antecedents, behaviours and consequences as soon as possible to ascertain if a pattern can be established,

- Debrief- i.e., talk to a colleague about what has happened and your reactions to it,
- Learn what you can from the situation, discuss and review in line with reflective practice. Document where necessary,
- Inform parents/guardians by phone or in person of the incident and discuss plans or measures to prevent recurrence. Where the behaviour is very serious such as repeated aggressive, threatening or violent behaviour towards other pupils or staff, the parent/guardian may be asked by the principal to take the pupil home for the rest of the school day. A pupil may be suspended from school if it is deemed necessary,
- Staff may require more human resources to minimise time spent with a pupil,
- Staff may seek a medical or professional input,
- A meeting may be called by the Principal in consultation with the teacher to discuss the matter with all relevant personal,
- Positive Behaviour Support Plan for that pupils may need to be revised in consultation with NEPS, NCSE, HSE and any other appropriate agents,
- The NCSE may be contacted for information, advice and support.

10. Physical Intervention – Our Approaches to Best Practice

Craddockstown recognises that there is a need, reflected in common and statute law, to intervene when there is an obvious risk of safety to its pupils, staff and property. Craddockstown is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort, in the interest of safety and it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff. This policy applies to all

staff who are authorised to use physical intervention (CPI). The best practice regarding physical intervention outlined below should be considered alongside other relevant policies in the school, specifically those policies involving behaviour, bullying and health and safety.

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate. In general, physical intervention will only be appropriate in the following circumstances:

- Where there is risk to their own safety and/or the safety of other pupils, staff or visitors; or
- Where there is risk of serious damage to property; or
- Where a pupil's behaviour is seriously prejudicial to good order and discipline;
- Where a pupil is committing a criminal offence.

In assessing whether physical intervention is appropriate, staff shall take into account all of the circumstances in the incident including the severity of the potential consequences, the likelihood of those consequences, the effect of physical intervention on the child in question and the likely effectiveness of physical intervention in reducing risk. All staff should be aware that the use of physical intervention in response to a clear or developing danger of injury will always be more justifiable than the use of force to prevent damage or misbehaviour.

11. Positive Strategies, Positive Handling and Physical Intervention

The underpinning principles of using restrictive physical interventions in Craddockstown School are as follows:

- The use of force should, wherever possible, be avoided,
- There are occasions when the use of force is appropriate,
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned,
- The use of reasonable and appropriate force is likely to be defensible when it

is required to prevent: Self-harming, Injury to other pupils or staff, and damage to property,

- An offence being committed,

Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. All physical interventions must be in line with CPI training, as provided by the Board of Management. Staff will view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation. Staff will understand the importance of listening to and respecting children to create an environment which is generally calm and supportive especially when dealing with pupils who may have emotional and behavioural needs which may increase their despair and aggression. All staff must understand the importance of responding to the feelings of the child, which lie beneath the behaviour as well as to the behaviour itself. A physical intervention behaviour protocol will be reflected within pupils Positive Behaviour Support plan to support challenging pupil behaviour of a nature that poses a significant risk to the child concerned or others with strategies that are known to all involved, both in and out of school.

The physical intervention behaviour protocol gives continuity to the pupils, as those adults that use the same responses when managing behaviour. It is produced under consultation with the involved professionals and parent/guardians. Planning the behaviour programme protocol could involve the following:

- Prevention strategies to alleviate conflict
- Physical intervention methods
- Identification of the triggers
- Description of behaviours displayed
- Risk assessment
- Physical intervention behaviour programmes are implemented after using

'ABC' recording charts, recording observations at specific intervals. All incidents are recorded on the relevant school forms only and these forms are kept on file in the main office on children's files. All staff are individually responsible for ensuring that incident report forms are completed accurately and in a timely manner, i.e. within 48 hours of the incident occurring.

12. Incident report forms

Incident Report Forms can be later used to assist in writing and implement a Positive Behaviour Support plan and also to apply for extra resources/support staff for the individual pupil. Together, these documents will build up a profile of the pupil, identifying different methodologies, strategies, behaviours and triggers. A baseline, identifying pupils' strengths and needs, is established using this profile and this becomes part of the Positive Behaviour Support Plan and also forms part of the Personal Pupil Plan of the pupil concerned.

Ad hoc situations will follow the general guidelines that have been set out in this policy, summarised below:

- Physical intervention is a last resort
- All incidents are recorded factually without interpretation
- Force is minimal
- Physical intervention methods used are only those that are outlined within the pupils Positive Behaviour Support Plans and are reviewed regularly to ensure that they are relevant and effective. Parent/guardians sign the Positive Behaviour Support Plan to ensure that they are aware of what is happening in school and agree with the plan being implemented.

For more detailed information on CPI, please refer to CPI policy and procedures

13. Procedures for Dealing with a Suspension

Before a serious sanction such as suspension is used, the normal channels of communication between school and parent(s)/guardian(s) will be utilised. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000. Suspension may be considered for gross misbehaviour or repeated instances of serious misbehaviour involving a health or safety risk.

- The Parent(s)/Guardian(s) will be informed by phone and/or in writing about the issue or incident and that it could result in suspension. Suspension will be part of an overall student Behaviour Plan to address the student's misbehaviour.
- A meeting with the Parent(s)/Guardian(s) will be arranged to provide an opportunity to the parent(s)/guardian(s) to explore the evidence of misbehaviour and to respond.
- In the case of an immediate suspension, Parent(s)/Guardian(s) will be notified of the details of the incident and arrangements will be made for the student to be immediately collected from school.
- An immediate suspension will be invoked where there is an immediate risk to the health and/or safety of the pupil or other pupils or staff.

14. Period of Suspension

A student will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than 3 days is required to achieve a particular objective such as putting an Individual Pupil Behaviour Plan in place, revising an existing one, or accessing the necessary resources to cater for the student's needs. The Education Welfare Officer will be informed if the period of the suspension exceeds 6 days.

The Principal may suspend a student for a period up to and including 3 days. Approval of the Board of Management is required for any suspension in excess of 3 days.

15. Appeal of Suspension

Where the total number of days for which a student has been suspended in the current school year reaches 20 days, the parent(s)/guardian(s) of the student, or the student aged 18 years or over, may appeal the suspension under Section 29 of the Education Act 1998. At the time when parent(s)/guardian(s) are being notified of a suspension that will take the total for the academic year above 20 days, they will also be informed of their right to appeal to the Secretary General of the Department of Education.

16. Procedures in Respect of Expulsion

Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000. The Board of Management has the authority to expel a student. A proposal to expel a student requires serious grounds and will only be considered under exceptional circumstances after every effort has been made to support and assist students and to address the severe challenging behaviours. The NEWB (2008) guidelines and procedures on expulsion will be followed.

17. Record Keeping

A standardised system of record keeping for the recording of misbehaviour will be implemented throughout the school. This will be in line with the school's Records Retention Schedule.

A standardised recording system will allow the school to track each student's behaviour and check whether efforts to change negative behaviours are working.

A written record of behaviour may be kept in relation to a student's behaviour in the classroom or when engaging in any other school activity.

18. Notification of a Child's Absence from School

An Appropriate Behaviour Policy must describe the procedures to be followed by parents when they are notifying the school about a child's absence. The procedures to be followed by parents in relation to a child' s absence are:

- Pupils are expected to attend school on all official school days.
- Parent(s)/guardian(s) must inform the school of their child's absence for any reason.
- Parent(s)/guardian(s) must inform the school on the first day of absence by phoning the school and on the child's return to school by means of a note explaining the absence.
- Parent(s)/guardian(s) can inform the school if they know in advance of the absence.
- Parent(s)/guardian(s) need to inform the school about the reasons for absence following a period of absence.
- Failure to notify the school about a student's absence will be followed up by phone call/text message/email from the teacher.
- Parents will be notified when their child's attendance is a cause of concern (15 days).
- TUSLA may be notified when a child has been absent for 20 days.

19. Ratification and review

This policy was adopted by the Board of Management on _____ [date]. This policy has been made available to school personnel. A copy of this policy will be made available to the Department and parents if requested. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel.

Signed: _____Signed: _____

(Chairperson of Board of Management) *(Principal)*

Date: _____ Date: _____