CODE OF BEHAVIOUR

Code of Behaviour School Procedures
Saplings Special School, Kill

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Introductory Statement

Saplings Special School for Children with Autism and Complex Needs, Kill (hereafter known as Saplings Special School, Kill) is a special school for children diagnosed with Autism Spectrum Disorder. Saplings Special School, Kill has an obligation to the students and families to provide an educational setting that caters to the student's educational, social, emotional and behavioural needs. As is the nature of Autism, challenging behaviours are a part of our school. We do not view such challenging behaviours as unacceptable, but as an opportunity to teach our students functionally equivalent, replacement behaviours. We do this through a multidisciplinary approach, underpinned by evidence based education, using a marriage of educational and behavioural approaches with a positive behaviour outlook.

Rationale

Saplings Special School, Kill, wishes to support and work with the children in our school (and their families) to reduce and eliminate challenging behaviours through reinforcing the absence of challenging behaviour and teaching functional replacement behaviours. We believe that if we teach children to communicate effectively using verbal and non-verbal methods of communication that this will help to reduce challenging behaviour that is often caused by the children being unable to communicate their wants, needs, fears etc.

Relationship to School Ethos

Our Ethos is to support individuals with a diagnosis of autism and their families; assisting them to achieve their full potential and participate in their family and community life, through the provision of holistic evidence based services, celebrating each individual's dignity, uniqueness and right to an optimal education.

Aims

- To ensure an educational environment that is guided by our ethos as stated above.
- To allow the school to function in an orderly way where children are helped to progress in all aspects of their development.
- To create an atmosphere of respect, tolerance and consideration for others.
- To promote positive behaviour and self-regulation.
- To recognise the differences between children, and to accommodate these differences.
- To ensure the safety and wellbeing of all members of the school community.
- To assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to ensure their co-operation in the application of these procedures.
- To ensure that the system of rules and rewards are individualised to meet the needs of each student.
- To ensure that every student has access to the items/activities they find most powerfully reinforcing, to increase their chances of success with any goals or objectives that have been designed for them to achieve.
- To ensure that all Behaviour Support Plans (BSPs) and Individual Education Plans (IEPs), promote the development of desirable behaviours rather than the suppression or elimination of undesirable ones.
- To ensure that all school staff members know that reliance on punishment as the primary means of behaviour change is unacceptable.
- To ensure that intervention (changes to BSP) in managing behaviour emphasises rewarding of desirable behaviours rather than the punishment of undesirable ones.
- To ensure that all changes to BSPs and IEPs are data driven.

Content of policy

1. Guidelines for behaviour in the school

2. Whole school approach to promoting positive behaviour
   2.1. Staff
   2.2. Board of Management
   2.3. Parents
   2.4. Pupils

3. Positive strategies for managing behaviour
   3.1. Reinforcement
   3.2. Classroom
   3.3. Playground
   3.4. Home Behaviour Impacting Other Students
   3.5. School related activities

4. Rewards and sanctions
   4.1. Rewards and acknowledgement of good behaviour
   4.2. Strategies for responding to inappropriate behaviour
   4.3. Involving parents in management of problem behaviour
   4.4. Managing aggressive or violent behaviour

5. Suspension / Expulsion
   5.1. Suspension
   5.2. Expulsion
   5.3. Appeals

6. Keeping records

7. Procedure for notification of a pupil's absence from school

8. Reference to other policies

1. Guidelines for behaviour in the school

Student

Saplings Special School, Kill will employ various procedures and strategies to guide the behaviours of students in the school, and endeavour to enable them to attain the following objectives.

- Each pupil will display appropriate behaviours, more often than inappropriate behaviours.
- Each pupil will tolerate and respect other children and staff in their environment and will learn to respect the property of the school, and of the other students and staff.
- Each pupil will be supported to reduce any self injurious behaviours through a functional assessment to determine the function of the behaviour, and a BSP designed to include reinforcement strategies and the teaching of functionally alternative behaviours.
- Each pupil will demonstrate various coping strategies and self-regulation strategies (academic, social, self-care, daily living etc.) as a replacement to inappropriate behaviours.
- Each pupil is expected to attend school on a regular basis and to be punctual.
- Each pupil is expected to do his/her best both in school and for homework, where appropriate.

2. Whole school approach in promoting positive behaviour

2.1 Staff

- The Principal, Behaviour Analyst and all staff shall be responsible for the implementation of the Code of Behaviour.
- All staff of Saplings Special School, Kill shall frequently review each student's behaviours, both adaptive and maladaptive with the behaviour analyst, and any other relevant staff.
- The school Behaviour Analyst shall frequently conduct trainings on BSPs and the various procedures within them with staff, to ensure proper implementation.
- All staff members of Saplings Special School, Kill shall be trained in an initial 22 hours of Professional Crisis Management (PCM); with primary focus on the de-escalation, and emphasis placed on physical intervention being a last resort after all other strategies have failed and the individual poses a threat to the welfare and safety of themselves, other students or staff or are at risk of doing major damage to property.
- All staff members of Saplings Special School, Kill shall request the assistance of others, if necessary.
- The school's SPHE curriculum, in conjunction with each student's BSP is used to support the Code of Behaviour. It aims to help our children develop communication skills, appropriate ways of interacting and behaving, and conflict resolution skills. It also aims to foster self-

esteem and to help children accommodate differences and develop citizenship. Parents, teachers, behaviour analysts, and SNA's are all involved in developing goals for the SPHE section of each student's IEP along with all other curricular areas.

- The school is in a position to provide data to parents/guardians at any point regarding their child's behaviours.

2.2 Board of Management

The board of management has ultimate responsibility for the implementation of this policy. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for learning within the school.

The board has recruited staff who are trained in their areas of expertise.

- The BOM is responsible for reviewing the Code of Behaviour and deciding on what, if any changes, should be made to it, before they will ratify it.
- The BOM will review the Code of Behaviour on an annual basis.
- The BOM will support various staff trainings that the Code of Behaviour deems necessary (PCM, etc.).
- Responsibility for dealing with breaches of the Code of Behaviour ultimately lie with the BOM.

2.3 Parents

The school recognises and encourages the importance of effective communication between itself and the parents. Their involvement and cooperation is vital to the success of the programme.

- Parents are encouraged to discuss any behavioural problems that may arise at home with the school Behaviour Analyst.
- Parents input, review, and approval are always required before implementing BSPs and IEPs.
- A communication book exists for each student that goes between the parents, SNA's, and teachers.
- All policies are given to parents upon enrolment of their child.
- Parents are expected to help the school to implement the Code of Behaviour by:
  - Ensuring their children attend school regularly and punctually.
  - Provide staff with the necessary items that their child finds highly reinforcing to enable the school staff to achieve greater outcomes with goals and objectives at school
  - Following the school BSP, as best as possible, within the home.
  - Attending training offered by the school Behaviour Analyst.
  - Encouraging their children to do their best with their work.

- o   Attending meetings at the school if requested.
- o   Helping their children with homework and ensuring that it is completed.
- o   Ensuring their children have the necessary books and materials for school.
- o   Informing the school of medication their child may be on and subsequent changes to the dosage of that medication.
- o   Providing medical personnel with data (provided by school) if a child's behaviour is increasing as a result of or lack of prescribed medication.
- o   Consenting to the BSP and the procedures within this.

2.4 Pupils

Each student who engages in behaviour that challenges or severely interferes with their learning will have a BSP which supports their IEP. Before implementation this is signed off by the Behaviour Analyst, Principal and Parents (see below in the event of non signing off of a BSP).

The BSP will emphasise the development of desirable behaviours rather than the suppression or elimination of undesirable ones.

BSPs shall be developed, reviewed, and revised either directly by or under the direction of a Board Certified Behaviour Analyst.

Changes to the BSPs and IEPs will be guided by the student's progress, or lack thereof, indicated by the data taken on appropriate and inappropriate behaviours from the BSP and IEP.

The Saplings School cannot be held liable if a desired change in a student's behaviour is not observed at home or in any other setting other than school, if the student's caregivers are not actively running the Behaviour Support Plan and/or any other techniques that the school has deemed necessary for behaviour change. The Behaviour Analyst at The Saplings School requires feedback and data for all challenging behaviours and other problems observed outside of school, in order to provide help and support. The Behaviour Analyst at The Saplings School will also provide training and support for the appropriate running of Behaviour Support Plans upon request. It is important to know that, in order to observe the most significant changes in behaviour, the principles of Applied Behaviour Analysis, as well as any other specific procedures and techniques in place for your student at the school (e.g., specific toileting and eating/feeding plans, etc.), must be carried out consistently and appropriately in all settings, at all times.

In the event of that a parent/ guardian decides not to sign off on a BSP an urgent review meeting will be held to discuss the concerns/ reasons for non-signing. It may, in some circumstances, be impossible to cater for a student safely within the school environment without a BSP in place. In certain situations when a BSP is not signed off it may be necessary to suspend a student under the provision,

as per the NEWB guidelines, that "The student's **continued presence in the school constitutes** a real and significant **threat** to safety." This will particularly be the case when the non-signature results in an inability by school staff to prevent the safety risks by using positive behaviour support strategies and crisis management interventions.

3. Positive strategies for managing behaviour in Saplings

3.1 Reinforcement

- Staff must have access to any items that the students find highly reinforcing, in order to bring about the most significant changes in behavioural goals and educational tasks.
- Reinforcer assessments (preference assessments) will be carried out on a regular basis with each student to ensure that the hierarchy of the reinforcing items are matched accordingly with behavioural goal/task difficulty.
- Staff will spend time 'pairing' with students' reinforcers to ensure that the reinforcing value of each item is maximised.
- Reinforcing items are given on a strictly limited basis to ensure satiation with these items does not occur. The access to a student's most highly preferred items will be clearly documented in each students Raw Data sheet.
- Once an item has been established as one of high value following a reinforcer assessment, it may be reserved for a particular behavioural goal only. Staff rely on the co-operation of parents to limit these items as much as possible in the home environment also to ensure satiation does not occur, and they maintain their strong reinforcing value.
- Token economy systems are introduced for all students as an effective way to lengthen the time between reinforcer delivery, and to expand the variety of reinforcers available to the students.

3.2 Classroom

- Implementation of Individualized BSPs that identify the function and reason behind each challenging behaviour, and how to respond. Each BSP must also contain preventative strategies based on the principles of de-escalation.
- Training and monitoring on the implementation of BSP is ongoing.
- Appropriate goals in each student's IEP, at the appropriate level for each student (guided from initial and on-going assessments of student strengths and deficits).
- Appropriate group activities, at the appropriate level for each student.
- A wide range of 1:1 and group activities.

- Scientific data collection of each IEP and BSP goal, to ensure that each goal can be moved on and/or changed frequently according to the student's progress or lack thereof.
- Ensure appropriate ratios of adults:students in group situations, depending on needs of each student.
- Individual token economies
- Group token economies, which specify behavioural expectations within the group.
- Individual reinforcement schedules.
- Reinforcement schedules and visual schedules are clearly displayed.
- Various communication devices and functional communication training (PECS, sign language, spoken language, etc.) to ensure that each student is continuously learning how to communicate their wants and needs more appropriately and effectively (e.g. teaching the students to appropriately ask for breaks, ask to be finished with something, ask for help, ask for attention, etc.)
- Classroom management techniques that ensure a variety of activities and methodologies to sustain pupil interest and motivation.
- General reinforcement for appropriate behaviours (individual, group, quiet, and pivot praise)
- Social Stories

3.3 Reinforcing Areas of the School:
- BSPs must continue to be run while children are in the playground and other reinforcing areas of the school.

3.4 Home Behaviour Impacting Other Students:
As students get older, they may learn to appropriately use technology at home, such as mobile phones, iPhones, iPads, email, Facebook or other social networking, etc.

An isolated or one-time incident of intentional negative behaviour from 1 student to another student from a home environment does not fall within the definition of bullying and, so, is not addressed in our Anti-Bullying Policy but rather in this Code of Behaviour Policy. An example of an intentional negative behaviour from home may include an offensive or hurtful text message or other private messaging, a public offensive or hurtful statement on a social networking site, etc.

In the case of this happening once, the parents should inform the school and the school should assess the situation and determine what teaching and prevention strategies should be put in place to prevent this behaviour from occurring again. Some examples include:

- Social stories
- Role-Play Scenarios

- Implementation of an Individualized BSP that identifies the function and reason behind this intentional negative behaviour and how to respond. Each BSP should also contain preventative strategies.
- Parent training of preventative strategies and response strategies.
- Appropriate goals in the student's IEP, at the appropriate level for the student (guided from initial and on-going assessments of student strengths and deficits).
- Proper data collection of each IEP and BSP goal, to ensure that each goal can be moved on and/or changed frequently according to the student's progress or lack thereof.
- Individual reinforcement schedule which specifies behavioural expectations targeting the intentional negative behaviour.

3.5 School related activities (outside the school building)

All BSPs should be run during school outings in as far as is possible.

4. Rewards and Sanctions

4.1 Rewards and acknowledgement of good behaviour

BSPs along with IEPs, shall emphasise the development of desirable behaviours rather than the suppression or elimination of undesirable ones. Reliance on punishment as the primary means of behaviour control is unacceptable. Any intervention in managing behaviour should emphasise rewarding of desirable behaviours rather than the punishment of undesirable ones.

Some interventions which may be found in individual student's BSPs and within their IEPs to prevent challenging behaviours from occurring may include the following:
- Implementation of Individualized BSPs that identify the function and reason behind each challenging behaviour, and how to respond. Each BSP should also contain preventative strategies.
- Individual token economies (either interval or response based), which specify behavioural expectations for students working 1:1 with SNA's and teachers.
- Group token economies, which specify behavioural expectations within the group.
- Individual reinforcement schedules (Differential Reinforcement of Alternative/Other/Incompatible/Low Rates of Behaviour), which specify behavioural expectations targeting one specific behaviour.
- Reinforcement schedules and visual schedules are clearly displayed.
- General reinforcement for appropriate behaviours (individual, group, quiet and pivot praise)
- Non-contingent access to reinforcing items or activities

- Social Stories

4.2 Strategies for responding to inappropriate behaviour/ Aggressive or Violent Misbehaviour

Saplings Special School, Kill's ethos statement defined by Saplings Patron Body states the following:

To support individuals with a diagnosis of autism and their families; assisting them to achieve their full potential and participate in their family and community life, through the provision of holistic evidence based services, celebrating each individual's dignity, uniqueness and right to an optimal education.

A large part of supporting our students and families involves the reduction of inappropriate behaviours. We have an obligation to our students, families, and staff members to make the focus on reducing inappropriate behaviours a priority. We also have an obligation to implement behavioural interventions that are ethical and effective that start from the least restrictive alternative, and that are based on scientific research. Everything we do within the school is data-based, and it is our third obligation to make changes to behavioural interventions based on solid data that we take on a daily basis.

General Guidelines:
In order to fully achieve these obligations and priorities and to keep in line with our ethos, as above, this whole Code of Behaviour has been put in place. More specifically, these general guidelines below have been written and put in place to help in this endeavour.

Saplings Special School, Kill, will ensure that manual restraints and 1:1 rooms will not be used as routine therapeutic procedures and that such procedures may be used only as preventive measures to prevent harm to self, others, or property; if manual restraint or a 1:1 room is to be used, a program shall be individually designed, specifying how it is to be used and documented. Saplings Special School, Kill, will also ensure that exclusionary time-out procedures will not be used as routine therapeutic procedures and that such procedures may be used only as preventive measures to prevent harm to self, others, or property and only after a number of other specified procedures and systems supported by data have been exhausted. If an exclusionary time-out procedure is ever used, a program will be individually designed, specifying how it is to be used and documented. The use of mechanical restraints or chemical restraints shall be prohibited. BSPs shall emphasise the development of desirable behaviours rather than the suppression or elimination of undesirable ones.

All staff of Saplings Special School, Kill shall frequently review each student's behaviours, both adaptive and maladaptive, with other staff members.

The school Behaviour Analyst shall frequently conduct trainings on BSPs and the various procedures within them with staff, to ensure proper implementation. The trainings may consist of verbal reviews, role plays, and observations.

All staff members of Saplings Special School, Kill shall be trained in an initial 22 hours of Professional Crisis Management (PCM); with primary focus on the prevention and de-escalation procedures, and emphasis placed on physical intervention being a last resort after all attempts at prevention and de-escalation have failed, and the individual poses a threat to the welfare and safety of themselves or others.

All staff members of Saplings Special School, Kill shall request the assistance of others, if needed, when students exhibit severe behaviour problems.

Once all staff members are trained in PCM and a behavioural program, as described above, has been put in place, if the individual is still posing harm to self, others, or property, and if the school has decided to put in place an exclusionary time-out procedure, this must be designed in another individual behavioural program, outlining how and when it is to be used and include a documentation form to be filled out each time it is used. This is not to be seen as a behavioural intervention, but as a safety measure. **(Saplings Kill currently does not operate one of these rooms, in the event that we do need to use such a room we will seek specific parental consent.)**

The following guidelines must be followed:
-the room used must be big enough to walk around in and must be very well ventilated and well lit at all times
-the door must have a window that can be seen in to and out of, and you must be able to see all angles of the room from the window
-the door to the room must have in place a magnetic strip, and button beside the window, which activates the magnetic strip to keep the door closed, when pressed. Releasing the button will release the magnetic strip and open the door automatically.
-the entire room must be padded.

Interventions which may be found in individual student's BSPs for responding to challenging behaviours may include the following:
-Planned ignoring

-Environmental re-arrangements

-PCM personal safety techniques

-PCM transportation techniques

-PCM vertical immobilization techniques

-PCM prone immobilization techniques

*Note PCM may not always be in a student's BSP, however if it is required parents will be immediately alerted and an amendment made to BSP.

4.3 Involving parents in management of problem behaviour

Parents will be alerted to serious inappropriate behaviour immediately through verbal or written communication.

- Parent approval and signature is required for all BSPs in which challenging behaviours are targeted for reduction.
- Parents are invited in as needed, basis to meet with the school behaviour analyst to discuss behavioural progress or lack thereof and to discuss any behavioural problems seen at home.
- Parents will be kept informed of any changes made to their child's BSP at school.
- Parents will be consulted if part of the school BSP implementation requires home support.
- Parents may be offered training in PCM and in other behaviour management techniques.

Any intentional negative behaviour, as indicated above, that occurs at home should be reported to the school immediately.

5. Suspension / Expulsion

Schools are required, under section 23(2) of the Education (Welfare) Act 2000, to include their procedures for suspension and expulsion in their Code of Behaviour. Saplings Special School, Kill in drafting their suspension and expulsion policy referred to Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008(Ch. 10 Suspensions and expulsions: legal and procedural requirements, Ch. 11 Suspension, Ch. 12 Expulsion). The entitlement to education is protected in a range of constitutional and legal provisions and in human rights Conventions. These legal protections for the individual student's right to education mean that decisions to suspend or expel a student are open to appeal and may be subject to judicial review by the High Court (Section 29 of the Education Act 1998)

Saplings Special School, Kill has a successful record of education of its students.

This is attributable to:

- Appropriate programmes and methodologies used in school. BSPs and IEPs are developed for the students and progress monitored carefully
- The expertise and dedication of the staff.
- The close involvement of the parents with the school; in the implementation of the programmes and the management/ modification of behaviour problems
- The quality of communication with the parents on a very frequent basis. In particular, are promptly advised of any problems

However, despite these strategies, serious incidents may occur which may result in suspension and expulsion.   The Board has a duty of care to students and staff to provide a safe working environment.

5.1 Suspension

Suspension should be a proportionate response to behaviour that is causing concern. Normally, other interventions will have been tried before suspension, and school staff will have reviewed the reasons why those interventions have not been successful. The decision to suspend a student requires serious grounds such as that:

o the student's behaviour has had a seriously detrimental effect on the education of other students,
o the student's continued presence in the school at this time constitutes a threat to safety,
o the student is responsible for serious damage to property,
o the student demonstrates aggressive, violent behaviour towards a staff member or another pupil.

A single incident of any of the above may be grounds for suspension.

Process:

Where suspension is being considered, the parent(s) of the student concerned will be invited to come to the school to discuss their child's case. Where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, 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. Prior to suspension, where possible, the Principal may review the case in consultation with teachers and other members of the

school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions, other interventions used and their outcomes along with any relevant medical information.

In the case of decisions to suspend made by the Board of Management, an appeals process will be provided by the Patron.

5.2 Expulsion

Expulsion may be considered in extreme cases, in accordance with the Rules 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. The authority to expel a pupil rests with the Board of Management.

Process:

(i)   The parents should be informed of the grounds upon which expulsion is being considered, and the nature of the evidence being relied upon.

(ii)   The parents should also be provided with a fair opportunity to consider the evidence and to offer evidence in rebuttal.

(iii)   Having considered all aspects of the case, if the Principal decides to recommend to the Board of Management that the student be expelled, she/he must inform the student's parents in writing of the decision, the reason/s for it and of their right to make representations to the Board of Management on behalf of the student. In the interest of the student, parents should be required to give notice to the Secretary of the Board of Management of their intention to make such representations no later than a specified date to enable an early hearing by the Board of Management.

(iv)   The parents are entitled to seek access to the student's file and to documentation relevant to the expulsion. If the Principal, for whatever reason, refuses to hand over copies of documentation, the parents may subsequently have a legitimate complaint that full details of the 'case to answer' were not furnished in advance.

(v)   Arrangements should be made at the earliest possible date for a joint meeting of the Board of Management with the Principal and the parents. The recommendation of the Principal and the representations (if requested) of the parents should be heard by the Board at this meeting. No new evidence or information which had not previously been made known to the parents should be introduced at this meeting. The student may need to stand suspended from school pending the decision of the Board of Management.

(vi)   When the Board has heard all of the evidence, the parents and/or their representative/s and the Principal must withdraw to allow the Board to consider the case. Even though the Principal is a member of the Board, s/he may not be party to the consideration of the case as s/he is an involved party. Further, the

         Board should ensure that any member of the Board who may have a conflict of interest should be excused and should not participate in the decision.

(vii)   To ensure its independence as the final authority in the case, the Board of Management must not be involved in the process leading to the decision of the Principal to recommend the expulsion of the student.

(viii)   The Board of Management may decide to invite in an independent Board, from another school, to consider the case.

(ix)   If the recommendation of the Principal is rejected it is a matter for the Board to decide what conditions, if any, will apply to the student being allowed back to school.

(x)   If the recommendation of the Principal is approved the parents must be informed of their right to appeal the decision to the Secretary General of the Department of Education and Skills under Section 29 of the Education Act, 1998.

(xi)   Where a Board of Management has taken the decision to expel a student, it is obliged to notify the designated Educational Welfare Officer of its decision and the reasons for it. A student shall not be considered expelled before the passing of 20 school days from the receipt of such notification by the Educational Welfare Officer. The Board is obliged to co-operate fully with the Educational Welfare Officer in the fulfilment of his/her duties under Section 24 of the Education (Welfare) Act, 2000.

5.3 Appeals

Under Section 29 of the Education Act, 1998, parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

6. Keeping records

- Data on all IEP and BSP goals for each student is taken throughout the day and plotted graphically.
- This data is analyzed daily and weekly by the SNAs teachers, and behaviour analyst.
- PCM logs are filled out for all PCM physical intervention carried out for each student each day. These logs are reviewed and held by the school behaviour analyst.
- Incident reports are filled out for any harm done to students or staff members. These reports are reviewed by the class teacher and, if needed, by the principal and/or behaviour analyst.

7. Procedures for notification of pupil absences from school

The school attempts to implement a number of strategies to encourage school attendance

- Creating a stimulating and attractive school environment
- Pairing the school and staff members with reinforcement for the students.
- Consistently running each student's BSP, with an emphasis on reinforcing appropriate behaviour.
- Having the appropriate token economy and reinforcement schedules in each student's BSP, that is data-based, so as to allow for breaks from work, as needed, and to prevent challenging behaviours.
- Having fun and stimulating data-based goals within each student's IEP that are at the correct level for each student, so as not to create boredom or frustration.
- Moving IEP goals on or changing IEP goals very frequently, depending on the data collected, so as not to create boredom or frustration.
- Making parents aware of the terms of the Education Welfare Act and its implications.
- When children are absent Parents must contact the school via phone communication to let them know of the absence.
- The parent must also send in a note as to the child's absence and this is to be kept on file by the class teacher. This is to be kept on file for two years.
- The school uses the standard forms to report on pupil absences and an accumulative role list is submitted to Tusla

8. Reference to other Policies

List of other school policies that have a bearing on the Code of Behaviour:

- SPHE plan
- Anti-bullying
- Administration of Medication Policy
- Substance Use /Misuse
- Equality and Sexual Harassment

- Enrolment
- Record keeping
- Home / School links
- Health & Safety
- Equality
- Special Educational Needs
- Crisis Management

Ratification

Signature (Chairperson)_____

Date:_____

Review date:_____