

Our Lady of Good Counsel School
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Draft Code of Behaviour Policy 2022.

Chairperson: Harold Brooks.

Principal: Aisling Power.

This Code of Behaviour Policy was originally devised in 2005 and reviewed, amended and ratified by the Board of Management in;
June 07, May 08, Sept. 08, March 10
Reviewed; Jan '12
Reviewed and adapted; Sept 12 and Nov 12
Reviewed and adapted; June 17
Reviewed and adapted; Dec 18
Reviewed and adapted; Sept 2020, Addendum relating to Covid 19 Sept 2020.

1. Introduction

Our Lady of Good Counsel (OLGC) School is a special school operating under the Department of Education & Skills (DES) "Rules for National Schools" and relevant DES Circulars and Directives. The school is under the patronage of the Brothers of Charity.

The school is managed by a Board of Management (BoM) representative of the patron, parents/guardians, school staff and the community. The school provides education for pupils who have an assessed moderate general learning disability.

OLGC School is multi-denominational and coeducational, providing educational programmes for students up to the age of 18 years. There is currently capacity for 68 pupils in the school.

"A code of behaviour shall be prepared in accordance with such guidelines as may, following consultation by the Board with National Associations of Parents, recognised school management organisations and trade

unions and staff associations representing teachers, be issued by the Board”.

2. Behaviour and our School Community

The school is committed to advancing the understanding of behaviour and the development of skills for promoting positive behaviour. The education, safety and well-being of students is the primary concern for the school. All members of the school community are expected to engage with each other in a manner that is positive and respectful. The intellectual ability, age and stage of development and understanding of the student will be borne in mind at all times in relation to their behaviour in school.

3. Relationship to the Characteristic Spirit of the School

Our school aims to foster self-esteem, confidence and positivity in our pupils, thus enabling them to become valued and valuable members of their communities. We believe that pupils should be guided and supported in positively managing their own behaviour if they are to achieve their potential in all aspects of their education and development.

The Board and staff strive to engender good behaviour in a caring and positive environment. The Code of Behaviour is most effective where there is respect, openness, good communication and cooperation between staff, parents/guardians and pupils. A close working relationship with all members of the school community will ensure that the Code of Behaviour is understood by all and thereby works for the educational, personal and social development of every pupil. We expect the highest standard of behaviour possible in the school.

4. Aims of the Code

The aims of the code of behaviour are:

- To provide a safe and secure learning environment for all our students
- To ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a safe and disruptive-free environment
- To respect and safeguard the dignity and the particular needs of individual students
- To allow the school to function in an orderly way where students can make progress in all aspects of their development
- To promote positive behaviour while noting the difference between children and the need to accommodate these differences
- To ensure that students behave in a respectful manner towards each other, school staff and the wider community
- To ensure that the system of rules, rewards, consequences and sanctions are implemented in a fair and consistent manner throughout the school
- To create an atmosphere of respect, tolerance and consideration of others
- To teach, foster and encourage socially acceptable behaviour within the school and the community at large
- To assist parents and students in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures

5. Content of the Policy

This code of behaviour will address:

- The standards of behaviour expected in the school from staff, students and members of the school community.

- The plan for promoting good behaviour
- School Attendance
- The ways in which the school responds to unacceptable behaviour
- The plan for implementing the code
- School procedures for the use of suspension, expulsion and appeals
- Record Keeping
- Reference to other policies
- Review of the code

6. Whole School Approach to Promoting Positive Behaviour

It is the responsibility of school management and staff along with pupils and their parents to work together to create a positive school climate that will support and promote good behaviour. In achieving this objective each partner has their own role and responsibilities.

Board of Management (BOM)

The Board of Management has overall responsibility for the preparation and review of the Code of Behaviour and the fair and consistent implementation of the Code of Behaviour. All serious matters regarding behaviour must be reported to the Board of Management.

Principal

The Principal has final responsibility for the day-to-day running of the school. He/ she ensures that the implementation of sanctions is fair, equitable and appropriate. Any concerns with regard to behavioural issues must be reported to the Principal.

Deputy Principal

The Deputy Principal supports the Principal in the implementation of the Code of Behaviour. In the absence of the Principal he/she acts for the Principal.

School Staff:

All new members of staff are made aware of the Code of Behaviour when they come to the school. Matters relating to the Code of Behaviour can be discussed at all staff meetings, but especially at the first staff meeting of the year.

The Staff of our School welcomes the opportunity to discuss with parents, any behavioural problem (*not considered serious or gross misbehaviour*) that may arise from time to time.

Teachers

All teachers are responsible for the positive management of behaviour within his/her classroom as well as the orderly assembly and dismissal of his/her class at the end of the school day. Teachers promote positive behaviour throughout the school day in line with best practice and/or students' Positive Behaviour Support Plans. Teachers report to the Behaviour Support Teacher or Principal any concerns regarding pupil behaviour as they occur.

Special Needs Assistants (SNAs)

SNAs liaise with and support the teacher at all times in the maintenance of discipline and a calm working environment in the classroom. They assist pupils in their care needs to enable them to work successfully to the best of their ability. SNAs support the teachers at all times in modelling and consistently supporting positive behaviour management, in line with stated Positive Behaviour Support Plans and/or accepted best

practice. SNAs are also involved in record-keeping (e.g. A-B-C charts and/or Challenging Behaviour Reports), under the guidance of the class teacher.

Bus Escort Staff

Bus Escorts are advised of how best to promote positive behaviour and are an integral part of the school-wide approach to positive behaviour support.

Children's Disability Networks Teams 12(Enable)

CDNT 12 is the term used to describe the clinical team that supports students in this school. It is made up of qualified clinicians who also use positive behaviour management strategies in their work on behalf of students. With the agreement of parents/guardians, members of the CDNT can be requested to support student, school and/or family through the development of Positive Behaviour Support Plans for supporting and managing the behaviour of students who are experiencing particular difficulties.

Parents

On enrolment of their child a copy of the Code of Behaviour will be given to parents or guardians to promote awareness and inclusivity in its content and implementation in accordance with the admission policy of our Lady of Good Counsel School 2021/2022".

The Principal shall, before registering a child as a pupil at OLG School, in accordance with Section 20, provide the parents with a copy of the Code of Behaviour in respect of the school and will require his or her parents to confirm in writing that the code of behaviour is acceptable to them, and that they shall make all reasonable efforts to ensure compliance with such code by the child by:

- Ensuring their child attends school regularly and punctually;
- Encouraging and helping their child to co-operate with the school's rules;
- Helping their child with homework, where applicable and supporting the child to achieve their Individual Education Plan goals;
- Attending meetings in school as requested.

7. Standards of Behaviour

The most effective methodology in attempting to manage behaviour that causes concern is to try to prevent it happening in the first place. All members of the school community are expected to behave in ways that show respect for others. Behaviour will reflect values such as respect, kindness, courtesy, fairness, forgiveness, respectful ways of resolving difficulties and conflict. Standards are also a way of signaling the kinds of behaviours that are not acceptable in the school e.g. behaviour that is hurtful, demeaning, behaviour that interferes with teaching and learning or is threatening and/or causes physical hurt to other pupils and/or staff.

Central aim to this Code of Behaviour is promoting high standards of behaviour. Teachers, staff and the wider school community employ a range of strategies for promoting positive behaviour at class and at school level. A code of behaviour works well when there are good relationships between teachers, SNAs, students, parents and the wider school community.

Co-operation and communication with parents/guardians/respite carers is seen as an important factor in encouraging positive behaviour. The following models of communication are used at all levels within the school:

- IEP process

- Informal and formal parent/teacher meetings
- Through student's home-school notebook and / or SeeSaw App
- Letters, notes and text messages to and from school to home/respice
- Meetings held in school
- End of year report
- Phone calls to and from home/respice
- Parents Association
- School Website and website App
- Clear school and classroom routines with clear guidelines and boundaries for students

8. Plan to Promote Positive Behaviour

A whole school approach will help to create, maintain and foster a positive school climate that will support and promote good behaviour. We aim to achieve this by:

- Creating a sense of fairness and consistency, taking into account the competence, understanding and functional abilities of the students. These are crucial in deciding on the appropriate responses to behaviours.
- Involve the students in discussing how to translate the standards into school rules and classroom rules.
- Ensure that all students have a good understanding of what is expected of them and why.
- Identify the skills students need in order to observe the rules and explore possible ways of promoting and teaching these skills.
- Class teachers, SNAs and specialist personnel should check that standards and rules are communicated in a way that students with special educational needs can understand.
- Creating a positive and encouraging attitude to students at all times
- Creating and maintaining a calm environment
- Promoting self-esteem amongst the students at all times
- Creating a sense of fairness and consistency, taking into account the competence, understanding and functional abilities of the students. These are crucial in deciding on the appropriate responses to behaviours.
- Making rules positive, "do's" rather than "don'ts" in a language that is appropriate to the student's ability to understand
- Developing and supporting positive, respectful relationships between students and staff
- Using class and school settings to promote and encourage positive behavior e.g. school disco, social outings, pupil of the day/week, assemblies (Cov 19 RA)
- Using positive language appropriate to the student's level of understanding that is affirmative, respectful and fair.
- Differentiated programmes with suitable pedagogical approaches appropriate to the individual needs of the students, are fundamental to promoting positive behaviour. All teachers provide the principal with documentary evidence of their teaching plans. Each student has an Individual Educational Plan (IEP), and an About Me Plan (which is devised in October and formally reviewed in the summer term)
- Maximising and adapting the environment: space, seating, proximity to others, windows, lighting, noise etc. is considered according to the learning, physical, sensory, and other needs of students so as to try to maximise learning and to minimise behaviours that might arise.

9. Encouraging and Promoting Positive Preferred Behaviour

Positive preferred behaviour is encouraged and promoted in the school by the factors listed below. All of these strategies will be implemented in the classroom, on the school bus, in the playground and on school related activities within the community.

- Modeling positive everyday interactions between teachers, SNAs and students
- Good school and classroom routines with clear boundaries for students
- Involving students in the preparation of school and classroom rules
- Developing student's communication skills as the ability to communicate effectively has a significant impact on behavior
- Developing student's social skills through the SPHE programme and throughout the school day
- Good communication with parents and in particular, parents informing the school where situations arise at home that might influence behaviour in school
- Recognising and affirming good behavior
- Fostering respect for themselves and others
- Encouraging students to participate to the best of their ability
- Encouraging good attendance at school

10. School Rules

The school rules are kept to a minimum and are positively stated in terms of what the students should do:

- Be kind and use your good manners with everyone in our school
- Be co-operative at all times
- Behave in a safe way
- Always try to do your best
- Listen and follow instructions from staff
- Share with others and take your turn
- Show respect for yourself, other students and staff and for the school environment

The rules are presented and reinforced with some students in language appropriate to their needs, e.g. Visuals and Lámh signs are used to reinforce the verbal communication

"Good Listening" "Good Looking" "Good Sitting"

"Good Waiting"

"Nice/quiet/gentle Hands"

"Nice/quiet/gentle Feet"

"Be a Good Friend"

Class Rules

Each teacher will develop class rules with the students, reflecting the school rules, in a language and manner appropriate to the age and stage of development of the students. Rates of praise for behaviour should be as high as for academic work.

11. Activities to encourage Positive Behaviours

- Exercise/ movement programme for all pupils, outside in fresh air every morning before school, before coming in from the yard at break times and frequently as needed during the day.
- Blue break sensory integration programme in all classrooms
- Circle time in the classroom
- Explaining positive behaviour regularly and revising class/school/playground rules
- Role play and social and sensory stories
- Peer Tutoring and role modelling
- Integration with mainstream schools.
- Encouraging participation in games and fun activities together
- Assembly
- Providing individualised supports to enable students to participate in the school community

12. Incentives / Praise

Highlighting and rewarding appropriate behaviour reinforces the expectations for student behaviour at the school. This happens informally throughout the school day and in formal situations. The following are some examples of how incentives / praise may be given to students:

- They are given for effort and not only for achievement.
- They are used in an inclusive way. Rewards must not be used in a way that discriminates against any student or group of students, for example, students from a particular background, gender or ethnic group.
- Care is needed to ensure that rewards do not seem unattainable to some students and as a result de-motivate them.
- A quiet word or gesture to show approval
- A comment in the student's home-school notebook or SeeSaw App
- Choice of favourite activity using a choice board
- Social Stories
- Reward Charts
- First / Then Visual Schedules
- A trip / outing within the local community
- A visit to another staff member / school principal for commendation
- A word of praise in front of the class group by a staff member / principal
- A system of merit marks or stickers; Pupil of the Week award
- Delegating some special responsibility or privilege to the student
- A mention to parent / guardian
- Receipt of certificate to encourage continued good behavior

13. Minimising Behaviours of Concern.

Even in the presence of those strategies above which promote positive behaviour, from time to time, inappropriate behaviours emerge which can be managed effectively, when consistent agreed approaches are used.

As each child is unique, so too are their needs. Different strategies will be effective with different students.

Teachers and staff confer with their colleagues, the principal, members of the school's multi-disciplinary team(s) and/or parent/guardian when behavioural issues arise. When approaches/guidelines are identified to address the behavioural needs of students, it is important that all members of the school community, including parents/guardians, operate in a consistent manner, so as to minimise inappropriate behaviours and to enable the student to have a clear understanding of school staff/parents/guardian's expectations for their behaviour.

Effective management of behaviour involves adherence to some basic strategies including:

- Low arousal (quiet/calm) approaches
- Clear communication
- Consistent responses
- Appropriate programmes which consider the specific and common needs of all students (e.g. specific sensory needs, additional needs such as autism spectrum disorder)
- Nurturing positive, trusting relationships

14. Managing Behaviours of Concern Positively and Effectively

When usual strategies are not effective, behaviours are often analysed using an Antecedent Behaviour-Consequences (ABC) type checklist which examines:

- Possible causes/reasons for the behaviour
- The nature and frequency of the behaviour
- What happens as a result of the behaviour

This type of assessment enables staff to make adjustments to the environment, to the programme or teaching strategies or to seek advice from members of the CDNT so that the student's needs may be addressed.

In the event that additional supports are required, parents and/or the school may be requested to complete forms for the National Council for Special Education (NCSE) Special Educational Needs Organiser (SENO) and/or the Department of Education & Skills.

The school supported by the CDNT aim to enable all students to learn, to participate actively in the life of the school and to reach their full potential as individuals.

15. School Attendance

Regular attendance in school helps a student to make and maintain friendships and be fully included in the life of the school. Parents are required to notify the school if a student is absent for any reason.

The procedures to be followed by parents in relation to a student's absence are:

- Parent must let the school know of their child's absence for any reason
- Parents must inform the school on the first day of absence by phoning the school or informing the bus escort to relay the message to the school.
- Parents may inform the school in the home/school diary or phone the school in advance of a planned absence
- Parents need to give detailed information to the school about the reasons for absence following a period of absence.
- Failure to notify the school about a student's absence may be followed up by a phone call is deemed necessary.

- The school co-operates fully with the requirements of the Education Welfare Act in reporting students attendance and absences from school.

16. Implementing the Code of Behaviour

Responding to inappropriate behaviour in school.

Incidents of behavior of concern are classed as minor, serious and gross. Minor incidents are generally dealt with by the class team. Serious breaches of school rules will be notified to the school principal. Gross breaches of behaviour may lead to the suspension or expulsion of the student and will only be applied in consultation with the Chairperson and/or the Board of Management.

Regarding behaviours of concern and their classification as minor, serious and gross, repetition of incidents considered minor may be classified as serious and/or gross behaviour.

Sanctions

The purpose of sanctions is to bring about a change of behaviour by:

- Helping students to learn that their behaviour is inappropriate
- Helping them to recognise the effect of their actions and behaviour on others
- Helping students (in ways appropriate to their age and understanding) that they have choices about their own behaviour and that choices have consequences
- Helping them to learn to take responsibility for their behaviour
- Sanctions will be proportionate to the behaviour and will be in accordance with the level of understanding of the student.
- Where behaviour occurs requiring sanctions, the school will apply its best professional skill and judgement to weigh the needs of the student who is misbehaving with the needs of other students and staff.

Sanctions for minor behavior of concern may include

- Reminder of school rules e.g. modeling, role play, prompting, repetition
- Redirection to another activity
- Verbal reprimand
- Temporary separation from peers within the class for a specified period of time
- Temporary loss of privileges
- Temporary removal to another classroom
- Time in a quiet space to allow the student to regulate their behaviour
- Communication with parents/guardians to advise of behaviour and seek support
- Communication with the class team and CDNT to ensure continuity and consistency
- Pupils will not be deprived of any part of the curriculum except on the grounds of health and safety.

17. Dealing with Serious and Gross Behaviours of Concern in School

A small number of students engage in more serious behaviours of concern at times. While staff make every effort to anticipate such incidents and to de-escalate the situation quickly, there are times when a behaviour intervention is required. Staff will be trained, where deemed appropriate by the Board of Management in using MAPA, which is the current positive behavior management training programme used in OLG School. Management will also seek the advice and input of Psychology from the CDNT.

Serious Misbehaviour

From time to time, parents and staff can find some behaviour concerning and challenging to manage. There are times when a student presents with behaviours that cause concern for their well-being and sometimes their safety and/or the safety of others.

Examples of serious behaviour of concern includes behaviour that has the potential to cause serious harm to self (Serious Injurious Behaviour _SIBS) and or others, eg, hitting out, kicking, biting, hair-pulling, punching, throwing missiles, persistent use of offensive graphic language,, causing serious damage to shared property and own property, absconding etc. This list is not exhaustive, and the severity and impact of behaviours must be risk assessed within the context the behaviours occur.

When the usual strategies are not effective, behaviours are analysed using the antecedent-behaviour-consequences (ABC) checklist which examines

- Possible causes / reasons for behaviours
- The nature and frequency of the behaviour
- What happens as a result of the behavior

This type of assessment enables staff to make adjustments to the environment, to the programme or teaching strategies or to seek advice from members of the CDNT so that the student's needs may be addressed. An Positive Behavior Support Plan/About Me plan will be put in place to support the student. The plan will be shared with school staff and parents/guardians to try to ensure consistent implementation. The plan will be monitored by the principal and school team to ensure its effectiveness.

Gross Misbehaviour

Where serious behaviours of concern continue to disrupt the safe operation of the school and/or threaten the health and safety of others, a student may be suspended to protect the welfare of others.

Serious assault that causes injury to others will be considered gross behaviour of concern and may lead to immediate suspension. A single incident may constitute gross behavior of concern. Such incident(s) will be brought to the attention of the Board of Management and the appropriateness of the placement for the student may need to be reviewed. The incident will be investigated to determine the appropriate response from the school.

In the most serious incidents, expulsion may be considered. This measure will only be used as a last resort

The Board of Management will ensure that:

- Fair procedures are used for suspension and expulsion and that all staff are aware of these procedures
- Every reasonable effort will be made to ensure that fair procedures are accessible to those from different language or cultural backgrounds

- There are no undue delays in the investigation and in making decisions about the imposition of suspension or expulsion
- All matters to do with an investigation are dealt with in confidence
- In circumstances of particular complexity, the school authorities may seek legal advice to support their decision making.

Suspension

For the purposes of this document, suspension is defined as:

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

During the period of suspension, the student retains their place in the school. The Board of Management has the authority to suspend and this authority has been delegated to the principal. The authority however, has limits - for example, the Board of Management of this school has given approval to the Principal in respect of suspension and the principal is accountable to the BOM for his/her use of that authority.

The grounds for suspension include:

- The student's behaviour has had a seriously detrimental effect on the education of other students.
- The student's continued presence in the school at this time constitutes a threat to the health and safety and welfare of others
- The student is responsible for serious damage to property
- The principal may consider an immediate suspension to be necessary where the continued presence of the student in the school at the time would represent a serious threat to the safety of others. Parents / guardians may be requested to collect a student from school during the day if their continued presence constitutes a threat. Parents/guardians may be asked to keep a student home from school for a number of days and this form of suspension will be notified to parents/guardians by the principal.
- All suspensions, for whole days or part of a day will be recorded by the principal and reported to the BOM.
- When any sanction, including suspension, is completed, a student will be given the opportunity and support for a fresh start. The school will arrange to provide support to the student during the re-integration process.

Procedures in respect to Suspension

The procedural steps will include:

- Parents will be informed by phone or in writing. The letter will confirm:
- Period of the suspension and the dates on which the suspension will begin and end
- Reasons for the suspension
- Arrangements for returning to school, including any commitments to be entered into by the student.
- Provision for an appeal to the Board of Management
- Right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998, section 29)
- Written notification will be signed by the Secretary to the B.O.M. and has the benefit of ensuring that there is a formal and permanent record of having informed parents. It also ensures that parents are clear about what their son/daughter is alleged to have done. It serves the important function of underlining to parents the seriousness with which the school views the alleged misbehaviour.
- Except in the case of immediate suspension, parents will be invited to come to the school to discuss their child's case. Parents and pupil will be given an opportunity to respond before a decision to suspend is

made and before any sanction is imposed. This meeting will provide an opportunity to ask questions about the misbehaviour, and for the school to explore with parents how best to address the student's behaviour.

- A pupil will not be suspended for more than 3 days by the Principal. If a proposal in excess of 3 days is being considered, the matter will be referred to the B.O.M.
- A period of up to 5 days may be sanctioned by the Chairperson in circumstances where a meeting of the B.O.M cannot be convened in a timely fashion.
- The BOM can place a ceiling of 10 days on any one period of suspension imposed by it.
- The Board will formally review any proposal to suspend a student, where the suspension would bring the number of days for which the student has been suspended in the current year to 20 days or more.
- Following the imposition of a suspension, the principal will notify the Board of Management of the suspension. Under Section 21(4) of the Education Welfare Act 2000, where a student is suspended for a period of not less than six days, the Principal will forthwith inform the educational welfare office by notice in writing.

Expulsion

Expulsion may be considered in an extreme case. A student is expelled from school when the BoM makes a decision to permanently exclude him/her from the school. The BOM has the authority to expel a student. Expulsion of a student will only be undertaken in extreme cases of gross misconduct that seriously disrupts the safe operation of the school. This measure will generally only be undertaken after every effort has been made to support, help and address behaviours of concern so as to avoid the expulsion. However, a single serious assault on another person may be considered grounds for expulsion.

Before the expulsion of a student, the BoM will notify the local Education Welfare Office in writing in accordance with Section 24 of the Education Welfare Act 2000.

The grounds for exclusion include:

- (1) Assault causing harm or serious harm
- (2) Sexual assault (defined in Section 2 (1) of the Criminal Law (Rape) (Amendment) Act 1990
- (3) Deliberate serious damage to school property or property of another.
- (4) Repeated incidents of serious or gross misbehaviour.
- (5) Repetitious behaviour of a student which is found to be a persistent cause of disruption to the learning of others or to the teaching process.
- (6) Behaviour such that it is considered that the student's continued presence in the school constitutes a real and significant threat to safety.

Procedures in respect of Expulsion

The procedural steps will include:

- A detailed investigation carried out under the direction of the principal
- Parents will be called to a meeting to try to find ways of helping the student to address their behaviour
- Consideration will be given to the level of understanding of the student
- The principal will make a recommendation to the BOM to consider permanent exclusion of the

student

- The BOM will consider the principal's recommendation and will invite both the principal and the student's parents / guardians to a hearing on the issue
- In the absence of the principal and the parents/guardians, the BoM will deliberate on the recommendation of the principal, the responses of the parents/guardians and any other relevant information.
- The BOM will write to the parents/guardians to inform them of their decision. Where the BOM recommends expulsion, the parents/guardians will be informed of their right to appeal the decision and that a period of 20 school days will elapse before the decision of the BOM is confirmed.
- The school will participate in any consultations arranged by the Education Welfare Officer in respect of the decision to expel.
- "24(1) Where the Board of Management of a recognised school or a person acting on its behalf is of the opinion that a student should be expelled from that school it shall, before so expelling the student, notify the Educational Welfare Officer to whom functions under this Act have been assigned, in writing, of its opinion and the reasons therefor".

18. Appeals

In all cases involving suspension by the Board of Management/principal, the parents/guardians have the right to appeal to the Board of Management. 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 Skills against some decisions of the Board of Management including permanent exclusion from school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in one school year. Appeals must generally be made within 42 calendar days from the date that the decision of the school was notified to the parents/guardians or student (see circular 22/02).

19. Record Keeping / Monitoring/Recording Behaviour

A system of Record Keeping/Monitoring/Recording behaviour will be implemented throughout the school. This will enable the school to balance subjective opinion with factual information about what is actually happening and to review triggers or patterns of behaviour over time. It will use consistent terminology.

Regular monitoring will:

- Alert school staff, parents and guardians and CDNT to emerging problems for a particular student /group of students
- Show trends and patterns, for example, the time of day, location or circumstances associated with either poor behaviour or instances of particularly good behaviour
- Provide information about successes and what is working well
- Avoid the risk of labelling a student unfairly from class to class or year to year, by providing factual data for any judgement about behaviour
- Challenging Behaviour Recording Forms, the details of which are input on an in-school data base by the School Secretary
- Behaviour recording can take the form of:
 - "tick charts" for instances of a repeated single behaviour e.g. spitting/slapping/head-banging.
 - ABC Charts
- In the event that a serious injury has occurred as a result of challenging behaviour, a report will be sent

by the school Principal to the Health and Safety Authority and to the school Insurers.

A record system will allow the school to track an individual student's behaviour and to check whether efforts to change behaviour are working. All interventions aimed at helping the student to deal with unacceptable behaviour will be recorded, including contact with parents or referral to clinicians. Positive responses by a student and evidence of changed behaviour will also be recorded, as will any sanction used, together with the reason why the sanction was imposed. Parents and students will be made aware that a record is being kept and will have access to the information at all times. All reports will be managed within the school in accordance with our Data Protection Policy.

The principal will monitor all records prior to input on to the in-school database. Analysis of Data can be formed using this database of information. The School Principal will make an annual report to the Board of Management.

20. This Code of behaviour has been informed by the following policy documents:

- Developing a Code of Behaviour: Guidelines for Schools (NEWB, 2008)
- Education (Welfare) Act, 2000
- Children First: National Guidance for the Protection and Welfare of Children (2011).
- Department of Education & Skills - Child Protection Procedures for Primary & Post-Primary Schools (2017)
- Circular 0061/2006 (Department of Education & Science).
- Our Lady of Good Counsel Positive Management of Behaviours causing concern Policy.
- Our Lady of Good Counsel Admission Policy

Policies that relate to our school Code of Behaviour include:

- Child Safeguarding Statement
- Admission Policy
- Attendance Policy
- Statement of Strategy for School Attendance
- Supervision Policy
- Safety Statement
- Social, Personal & Health Education (SPHE) Policy
- Communication & Language Policy
- Anti-Bullying Policy
- Policy Review

The school will be happy to discuss any concerns a parent/guardian may have about behaviour or about any aspect of the Code of Behaviour. The school will provide parents with a copy of the Code and will require parents to sign up to supporting the Code prior to the enrolment of a student.

This Code of Behaviour Policy was originally devised in 2013 and reviewed, amended and ratified by the Board of Management in 2013, 2017 and 2019.

This policy was reviewed in May 2022 and ratified by the Board of Management on the 31/05/2022

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