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## **Code of Behaviour Policy**

The school has a central role in children's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

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

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

Parents can cooperate with the school by encouraging their children to understand the need for school rules by visiting the school and by talking to the members of staff.

This Code of Behaviour was drafted in April 2013 by the staff of Stepping Stones Special School. After being reviewed by members of the Board of Management, the draft copy was reviewed in detail by the parents' representative on the BOM. Having regard to the opinion of all parties, the final completed copy was sanctioned by the BOM in June 2013.

*The BOM and Parents Association will review and agree on any amendments before the annual ratification of this policy.*

*Copies were given to all parents/guardians on admission, and also, copies are also held by parents' representatives.*

*This policy is available on the school website.*

Rationale - Why devise it?

- It is a requirement under DES Circular 20/90 on School Discipline.
- It is a requirement under the Education Welfare Act 2000, Section 23 (1).

- It is part of our developing School Plan.

*This policy has been developed in the context of Stepping Stones Special School being a school which caters for children with Autism and complex needs. A number of our children may exhibit challenging behaviour from time to time. Each child will have a behavioural support plan which directly links to the school's code of behaviour policy.*

## **Aims of the Code**

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, recognising the differences between children and the need to accommodate these differences.

To ensure the safety and well-being of all members of the school community.

To assist Parents/Guardians and pupils 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.

To ensure that the system of rules and rewards are individualized to meet the needs of each student.

To ensure that all Behaviour Support Plans (BSPs) and Individual Education Plans (IEPs), emphasise the development of appropriate behaviours rather than the suppression or elimination of inappropriate ones.

To ensure that all school staff members know that reliance on punishment as the primary means of behaviour control is unacceptable.

To ensure that intervention (changes to BSP) in managing behaviour emphasises rewarding of appropriate behaviours rather than the punishment of inappropriate ones.

To ensure that all changes to BSPs and IEPs are supported by data.

## **Implementation**

Every member of the school community has a role to play in the implementation of the Code of Behaviour. As a community we must place an emphasis on positive behaviour, good behaviour will be encouraged and rewarded. Rules will be fair, age appropriate and will consider the individual differences of the pupils. Where behavioural difficulties/difficulties adhering to the rules arise, parents will be contacted at an early stage.

## **Behaviour Support Plans**

Each student who engages in challenging behaviour will have a Behaviour Support plan (BSP).

The BSP will emphasize the development of appropriate behaviours rather than the suppression or elimination of inappropriate 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.

Stepping Stones 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.

The Behaviour Analyst at Stepping Stones 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 Stepping Stones will also provide training and support for the appropriate running of Behaviour Support Plans and/or any other Applied Behaviour Analysis principles and techniques, as required.

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.

### **Strategies / Incentives**

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

### **Reducing Challenging Behaviour**

Every student in school that exhibits challenging behaviour will have a Behaviour Support Plan. This plan is developed by member/members of the Behaviour Support Team in collaboration with the class teacher, the principal, the family, SNA's and other professionals where appropriate. Behaviour Support Plans are individualised plans which detail all the challenging behaviour displayed by the students, the function of the challenging behaviour, strategies to reduce the likelihood of the behaviours being displayed, replacement skills to be taught, the protocol should challenging behaviour(s) be displayed and crisis intervention procedures where applicable. Please see Appendix I.

The approach adopted by Stepping Stones in response to challenging behaviour is to affect a decrease in inappropriate behaviour by increasing appropriate behaviour. This should be achieved through the employment of reinforcement strategies and positive

programming. Only when data indicate that these positive measures have been tried and exhausted; or have been unsuccessful in eliminating or sufficiently reducing problem behaviour, should a reductive consequence be considered. Reductive consequences refer to specific consequences that are applied contingent upon the occurrence of an undesired behaviour with the purpose of decreasing the likelihood of it recurring in the future. These consequences may include: verbal reprimands, the loss of privileges/access to preferred items/activities, a report to a parent/school principal, the requirement of the completion of an additional task in order to regain access to reinforcement schedules, restitution of the environment following disruptive behaviour, and the removal of attention from the staff/non-exclusionary time-out. Parents must be informed of the regular planned use of reductive consequences such as the above in response to their child's behaviour. Student's will not be deprived of engagement in a curricular area, except on the grounds of health and safety.

The use of more restrictive consequences may only be sanctioned following clear indications through detailed data analysis, including a functional assessment of the target behaviour, that less restrictive measures have been unsuccessful in addressing the problem behaviour. Consultation with external professionals may be sought by the Behaviour Analyst or Principal in this regard if deemed necessary. The implementation of any behaviour plan should be in compliance with the ethical guidelines for best practice specified by the Behaviour Analyst Certification Board. Due regard should be given to the age and needs of the individual child, the health and safety of all students and staff, and the resources available to the school, in developing an appropriate behaviour plan that is feasible to implement with a view to a successful outcome for the student.

Parents and the BOM must be fully informed of the implementation of a behaviour plan involving high level restrictive measures and parents must give consent in writing. On-going data collection and analysis should be employed to track the successful progress of the strategies within the behaviour plan. Regular reviews should be conducted with behaviour analyst(s), staff and parents. Most importantly reductive consequences should never be used in isolation to target a reduction in a particular behaviour and should only be employed as an element within a comprehensive behaviour plan including reinforcement and teaching strategies to replace the inappropriate behaviour with an alternative functionally equivalent appropriate behaviour.

### **Crisis Management**

Episodes of challenging behaviour may occur from time to time at varying levels of intensity. At all times the health and safety of all students and staff is our priority. For this reason the school has adopted Professional Crisis Management (PCM). PCM is a complete and fully integrated system designed to manage crisis situations effectively,

safely, and with dignity. This management is accomplished through four primary strategies and interventions including:

- Prevention Strategies
- De-escalation Strategies
- Crisis Intervention Strategies
- Post-crisis Strategies.

All staff at Stepping Stones School who carry out PCM procedures have been fully trained and are certified to do so. Training is “hands on” and competency based and includes written and practical tests which are assessed by the Professional Crisis Management Association (PCMA). Only staff certified in PCM are authorised to implement PCM procedures. Re-certification is on a yearly basis through on-site training, and instructor recertification also provided by PCMA annually.

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

1. Emergency procedures should only be used when there is a documented need to do so to protect the student, and/or others in the environment.
2. The protection of the health and safety of the person with whom intervention is taken should be paramount in the decision as to which emergency procedure is used.
3. The factors leading up its use and consideration of measures, if any, that should be taken to reduce or eliminate the need to use the procedure in the future.

Parents should be informed by phone and in writing via Physical Intervention Report Forms following a crisis incident involving the use of an immobilisation procedure. School copies of Physical Intervention Report Forms should also be maintained. Please refer to our PCM-Physical Intervention policy.

Please note that PCM may not be used with all student’s displaying high intensity behaviours. It may be unsafe to implement PCM with some students depending on their level of strength and size as per PCMA’s guidance. In this case an alternative crisis management plan will be devised, which will be discussed and agreed with the students parents prior to its implantation.

Exclusionary timeout/Seclusion may be used with some students as crisis management for the safety of students and staff. Exclusionary timeout/Seclusion may also be used in extreme cases as a procedure as a planned intervention in response to challenging behaviour. These procedures are used only when all viable positive strategies have been exhausted and/or it has been deemed unsafe to use PCM Prone procedures and there is no other method of safely managing the crisis. These procedures are not used without the informed consent of the student's parents/guardians unless an unforeseen emergency occurs in which the health and safety of staff and/or students is significantly compromised and seclusion is used to maintain health and safety. In this instance a meeting will be called with the parents, Class teacher and Behaviour Support Team to put a new crisis intervention plan in place. Parents are informed via a phone call and a Withdrawal Report Form is sent home. School copies of Withdrawal Report Forms should also be maintained. Permission from the BOM must also be attained for the use of this procedure. Please see 'Quiet Room Policy' for more information.

There are a number of incident report forms. All forms can be obtained from the School Secretary or the Behaviour Support Team. Accident/Incident forms, Physical Intervention Report and Withdrawal Report forms are filled out by relevant staff members and need to be signed by the Principal/Deputy Principal and Director of Education (where relevant), before they are sent home.

Each form has a different protocol:

**Accident/Incident Form:** to be filled in when a pupil or staff member is involved in incident or accident where an injury was sustained. A copy of the form will be sent home to all students' parents involved in the incident. No other pupils' name will be included in forms pertaining to pupils. All names are included in forms pertaining to staff members. See Appendix III. Please see the schools Health and safety policy on page 30 for more information.

**Physical Intervention Incident Report Form:** to be completed by the members of staff who were involved in a physical intervention involving the use of an immobilisation procedure. See Appendix III.

**Withdrawal Report Form:** to be completed by the members of staff who are involved in the use of seclusion. See Appendix III.

A full debriefing meeting should be conducted following any episode of challenging behaviour that resulted in the use of an immobilisation procedure or seclusion. These meetings should involve all relevant staff and use the standard debriefing format form developed within the school. See Appendix V.

## **Use of Restrictive Practice Review**

In the event that Prone Immobilisation, Vertical Immobilization or Seclusion crisis interventions are implemented with a student four or more times in a two week period a meeting will be called immediately to discuss its use and review the Behaviour Support Plan with a view to decreasing the need for restrictive practices. A member of the Behaviour Support Team will call a meeting with the Behaviour Support Team, the Principal and the class teacher in a timely fashion.

### **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 one 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/Guardians 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 in 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).
- Appropriate group activities, at the appropriate level for the student.
- 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 (Differential Reinforcement of alternative/other/incompatible/low rates of behaviour), which specifies behavioural expectations targeting the intentional behaviour.

### **Managing Aggressive or Violent Behaviour in public.**

The PCM mat **does not come** on public outings.

We will use transportation and/or vertical immobilisation if necessary and staff wear a hi vis jacket with the school name on the back to indicate to the public that we are a special school and managing the behaviour.

If one of our students is showing any pre-crisis behaviour, or there are any other biological factors that may affect their behaviour on a given day the teacher in conjunction with the principal and/or behaviour analyst may cancel the trip for that day in conjunction with the schools “Community Outing Policy”. Should the level of risk be too high to access the community then community outings will be suspended. Please see the school’s Community Outing policy for further information.

### **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 Policy. Stepping Stones in drafting their suspension and expulsion policy referred to the Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008 (Chapters 10-12).

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

For extreme challenging behaviour or repeated instances of serious challenging behaviour which poses a safety risk to students and staff suspension may be considered. Parents are continually informed when there are any incidents of challenging behaviour in order to give them a clear insight into their child’s school day and to keep them aware of their child’s presentation in school. If the behaviours are of particular concern and additional support is required, the school will (with informed consent from the parents) seek additional support from the HSE disability team, NCSE behaviour advisor team and NEPs. The parents concerned will be invited to discuss their child’s case. Outside agencies involved with the student will also be invited.

Before suspending or expelling a pupil, the board shall notify the Local Welfare Education Officer in writing in accordance with the Education Welfare Act.

Parents have a right to appeal (circular 22/02) if the suspension period brings the cumulative period of suspension to 20 school days or longer in any one school year to the Secretary general of the Department of Education and skills.

When the school proposes suspension/expulsion parents have the right to be heard. This right to be heard will be accommodated via a meeting with the principal and other relevant staff. Parents also have the right to impartiality. Therefore, in the event that a member of the BOM is a parent, close relative or if a dual relationship exists between a BOM member and the relevant student in the school the relevant BOM member will be excused from any discussion regarding the matter.

## **Suspension**

### **Procedures in respect of suspension**

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant suspension, the school will observe the following procedures:

- a) The principal will review the case in consultation with members of the staff involved, with due regard to records of previous challenging behaviour, their pattern and context, reductive consequences and other interventions used and their outcomes, and any relevant medical information.
- b) 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 three days is needed in order to achieve a particular objective.
- c) If a suspension longer than three days is proposed by the principal, the matter should be referred to the Board of Management for consideration and approval, giving the circumstances and the expected outcomes.
- d) 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 school year to twenty days or more.
- e) The principal will notify the parents/guardians in writing of a decision to suspend. This letter will include:
  1. The period of the suspension and the dates on which the suspension will begin and end
  2. reasons for the suspension
  3. Any study programme to be followed

4. The arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, parents might be asked to reaffirm their commitment to the code of behaviour)
- f) Should a suspension period be 20 school days or longer then Parents/guardians will be informed of their right to appeal to the Secretary General of the Department of Education and Science (Education A 1999, Section 29).
- g) The principal will report all suspensions to the Board of Management, with the reasons for and the duration of each suspension. The principal is also required to report suspensions in accordance with the NEWB reporting guidelines (Education (Welfare) Act, 2000, section 21(4)(a)).

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

- 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 safety
- the student is responsible for serious damage to property. A single incident of serious misconduct may be grounds for suspension.
- possession of dangerous/illegal substances; such as carrying an item which could be construed as a weapon or an actual weapon (hammer, knife, gun etc.) and possession of illegal drugs
- Parents/Guardians continually refusing to administer psychotropic medication or seizure medication prescribed to their child resulting in the endangerment of staff and/or students
- If a student uses a tangible object with force towards another student or staff member which causes severe injury.
- The student sexually assaults another student or staff member. For these purposes sexual assault is defined as 'an act of physical, psychological and emotional violation, in the form of a sexual act, which is inflicted on someone without consent'

Stepping Stones special school considers aggressive or violent behaviour towards a staff member or pupil as extreme challenging behaviour. Where it is necessary to secure the safety of the pupils and staff, the Board may authorise the Chairperson or Principal to sanction an **immediate suspension**. High intensity aggression resulting in injury to staff or students may result in immediate suspension. In particular, injuries sustained to the head and neck area will be taken most seriously. An immediate suspension will not exceed 3 days except in exceptional circumstances where the principal considers that a period of suspension longer than three days is needed in order to achieve a particular

objective. Approval and guidance will be sought from the Board of Management if the Principal after consulting with other relevant staff decides a suspension period longer than 3 days is required. Fair procedures will still be applied.

All the conditions for suspension apply to immediate suspension. No suspension, including an immediate suspension, should be open-ended.

Records of all suspensions will be kept by the Principal and shared with the BOM and the NEWB.

Suspension can have value when a rationale and purpose is clearly defined. Due consideration will be given to whether a period of suspension is likely to result in a decrease in the serious behaviour displayed and whether this time will allow the school to make changes likely to support the student in being successful upon return. If a period of suspension is unlikely to positively impact the level of challenging behaviours or if the school cannot make any changes that are likely to result in an improvement in the challenging behaviours upon return, the school may consider expulsion as the appropriate course of action.

### **Returning from Suspension**

The school will use the period of suspension to review all supports in place for the student and put further supports (where possible) to help the student become successful in school to reduce the likelihood that a suspension will be put in place again.

### **Grounds for removing a suspension**

A suspension may be removed if the Board of Management decides to remove the suspension for any reason or if the Secretary General of the Department of Education and Science directs that it be removed following an appeal under section 29 of the Education Act 1998.

### **Expulsion**

Expulsion may be considered in an extreme case, 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 school will take significant steps to address the behaviour and to avoid expulsion of a student including, as appropriate:

- Meeting with parents/guardians to try to find ways of helping the student to change their behaviour.

- Ensuring that all other possible options have been tried.
- Seeking the assistance of support agencies (e.g. National Educational Psychological Service, Health Service Executive Community Services, the National Behavioural Support Service, Child and Adolescent Mental Health Services, National Council for Special Education).

If when all supports and interventions mentioned above are exhausted and the students continued presence in school is still a significant risk to the health and safety of other students or staff members, then expulsion may be considered as a last resort.

**Exceptional circumstances that may result in the expulsion process such as:**

- the student’s behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process
- the student’s continued presence in the school constitutes a real and significant threat to safety
- the student is responsible for serious damage to property.

The grounds for expulsion may be similar to the grounds for suspension. In addition to factors such as the degree of seriousness and the persistence of the behaviour, a key difference is that, where expulsion is considered, *the school authorities have tried a series of other interventions, and believe they have exhausted all possibilities for changing the student’s behaviour.*

**Procedures in respect of expulsion**

Schools are required by law to follow fair procedures as well as procedures prescribed under the Education (Welfare) Act 2000, when proposing to expel a student. Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following steps will be followed:

- a) A detailed investigation will be carried out under the direction of the principal, who will inform the student’s parents/guardians in writing of the details of the alleged behaviour, how it will be investigated and that it could result in expulsion. The principal will invite the student’s parents/guardians to a meeting at which parents/guardians will be given every opportunity to respond to the complaint of serious behaviour before a decision is made and before a sanction is imposed.

- b) Where the principal forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the principal makes a recommendation to the Board of Management to consider expulsion.
- c) The Board of Management considers the principal's recommendation, and a hearing is held.
- d) If the Board deems that expulsion is necessary, consultations will be arranged by the Educational Welfare Officer within twenty days of receipt of a notification from the Board of Management its opinion that a student should be expelled (Education (Welfare) Act 2000, section 24).
- e) Where the twenty-day period following notification to the Educational Welfare Officer has elapsed, and where the Board of Management remains of the view that the student should be expelled, the Board will formally confirm the decision to expel. Parents/guardians will be notified immediately in writing that the expulsion will now proceed.
- f) A parent may appeal a decision to expel to the Secretary General of the Department of Education and Science (Education Act 1998 section 29).

### **Before / After School**

Parents are reminded that the staff of the school do not accept responsibility for pupils before the official opening time of 9.30a.m. or after the official closing time of 3.10 p.m. except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management.

### **Classroom Staff Responsibilities**

- Deal appropriately with minor problem behaviour
- Keep a record of instances of serious challenging behaviour or repeated instances of problem behaviour
- Report instances of challenging behaviour and/or other new behaviours of concern to the classroom teacher in a timely manner (this information should be reported by the classroom teacher to the significant member of the Behaviour Support team/Director of Education).
- Record all instances of challenging behaviour using ABC data sheets (unless otherwise specified by a member of the Behaviour Support team). These data sheets should be given to the significant member of the Behaviour Support team/Director of Education at the end of each school day

- Record all instances of challenging behaviour in the home school communication diary accurately to keep parents informed at all time.
- Provide support for colleagues
- Ensure consistency in implementing behaviour plans
- Keep records of challenging behaviour as specified in the relevant behaviour plans
- Judgment and common sense should be exercised by all staff to maintain the Health and Safety of everyone.
- Take part in PCM training when offered
- Adhere here to Stepping Stones Covid Response Plan

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

- Encourage children to have a sense of respect for themselves and for property
- Ensure that children attend regularly and punctually
- Be interested in, support and encourage their children's school work
- Be familiar with the code of behaviour and support its implementation
- Co-operate with the class staff in instances where their child's behaviour is causing difficulties for themselves and others
- Communicate with the school in relation to any problems which may affect child's progress/behaviour, and communicate new behaviours that may present themselves at home
- Become familiar with the behaviour support strategies and learning goals necessary to support their child and ensure success and generalisation outside of the school environment.
  - Adhere to the school's policies, with particular attention to the changes to the schools sickness policy in light of the Covid-19 pandemic

### **BOM Responsibilities**

- The BOM has ultimate responsibility for the implementation of this policy
- Reviewing of this policy and making changes as necessary

- Dealing with breaching of this policy

### **Code of Conduct for Parents**

- Courteous towards pupils and staff
- Make an appointment to meet with a Teacher/ Principal/ Behaviour Support Staff through the school office
- Respect school property and encourage their children to do the same
- Supervise their young children on school premises when collecting other pupils or visiting the school
- Label pupils' property.
- Inform the school of any significant changes at home, challenging behaviours at home, changes in medication etc.
- Adhere to school policies
- Upon enrolment Parents must read and sign in agreement to the following policies: Code of Behaviour, Health and Safety, Sickness Policy. Child Safeguarding Statement
- Attending meeting/training suggested by the school

### **Limitations**

This document is not designed to list all the possible situations that may arise, nor state all the possible strategies to address challenging behaviour, but to serve as a general guide to the students, the teacher, and the Principal to be used to solve individual problems.

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

Communicating with parents is central to maintaining a positive approach to dealing with children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school. Parents will be informed of any serious challenging behaviours in a timely fashion.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to

maintain a high level of communication among staff and between staff, pupils and parents have been established and are being reviewed regularly.

Parents should be encouraged to talk in confidence to teachers about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

The following methods are to be used at all levels within the school:

- Informal parent/teacher meetings and formal parent/teacher meetings
- Letters/notes from school to home and from home to school
- Email (where suitable)
- Web Text
- Phone call
- IEP meetings in October
- Parent/teacher meetings one-to-one in October/November and May/June
- School report card to parents at the end of the school year
- Consultation throughout the year
- Dojo app for daily communication
- Google classroom
- Through the parents' council, parents are invited to discuss and contribute to the drafting and review of school policies pertinent to them. Decisions taken to change current policies and procedures or to introduce new ones will be made known to all parents in an email.

Reviewed by the Board of Management on: \_\_\_\_\_

Signed:

\_\_\_\_\_

(Chairperson, Board of Management)

Signed:

\_\_\_\_\_

(Principal)

## Appendix I: Behaviour Support Plan Format



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### Summary Behaviour Support Plan

Commenced:

<b>Target behaviour(s) for reduction</b>	
<b>Hypothesised maintaining function(s) for problem behaviour(s)</b> (Likely reasons why Finn engages in the target behaviours)	
<b>Antecedent manipulations</b> (Procedures to reduce the motivation to exhibit the behaviours)	
<b>Replacement behaviour(s) to teach intensively</b>	
<b>Consequence(s) Management of behaviour</b>	
<b>Contingent schedule of reinforcement</b>	
<b>Data recording</b>	

APPENDIX II:

Accident/Incident

Report Form



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# ACCIDENT/INCIDENT REPORT FORM

## (Circle as appropriate)

*This is a legal document and needs to be completed immediately once the accident/incident occurs. In accordance with the 2005 Act all employees are required to co-operate fully with the employer so that appropriate safety, health and welfare policies are established, implemented and adhered to.*

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

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

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

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

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

Injured party:            Student            Staff            **(circle as appropriate)**

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

Briefly describe the accident/incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the action taken to deal with the accident/injury: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What part of the body was affected: \_\_\_\_\_  
(Please mark area on diagram attached)

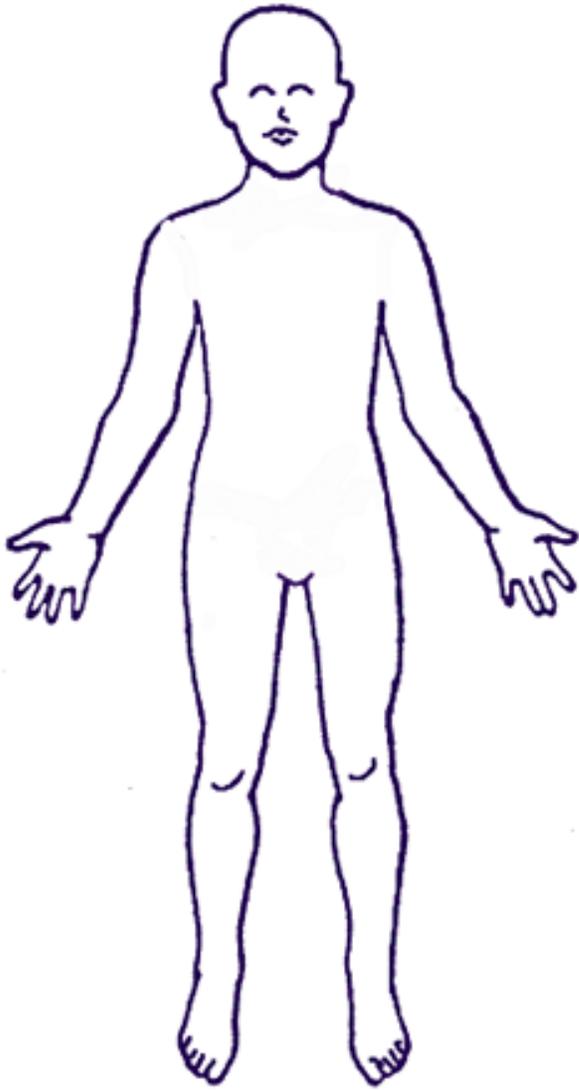
What was the nature of the injury (E.g. bruise, sprain) \_\_\_\_\_

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

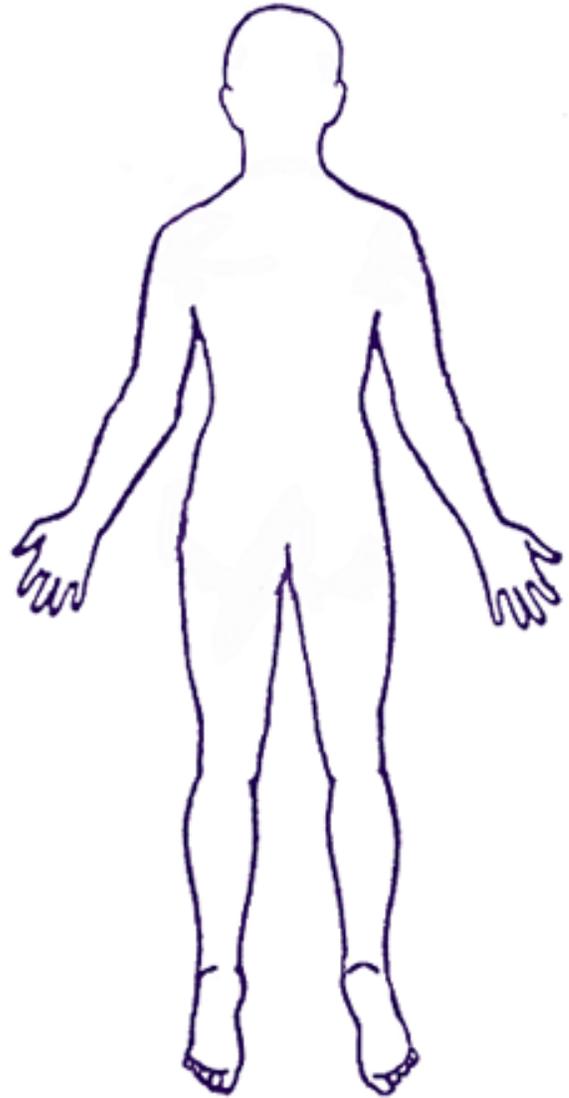
Witness/witnesses of accident/incident (if applicable): \_\_\_\_\_  
\_\_\_\_\_  
(Block letters)

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





Front of body  
(please mark injured area with an X)



Back of body

APPENDIX III: Intervention Incident Report Form and PCM Debriefing Form,  
Withdrawal Report Form and Withdrawal Debriefing Form



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**PCM PHYSICAL INTERVENTION INCIDENT REPORT FORM.**

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

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

A. Name of Staff who implemented the procedures?

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

B. Reason Procedure was implemented:

1. Physical Aggression (continuous)

2. High Magnitude Disruption (continuous)

3. Self-Injury (continuous)

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

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

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

C. Assisted Transport Used:

	1-person	2-person
1. Back	<input type="checkbox"/>	<input type="checkbox"/>
2. Wrist Tricep	<input type="checkbox"/>	<input type="checkbox"/>
3. Sunday Stroll	<input type="checkbox"/>	<input type="checkbox"/>
4. One Arm Wrap Around	<input type="checkbox"/>	

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

D. Immobilisation Type:

Vertical Immobilisation	<input type="checkbox"/>
Prone Immobilisation	<input type="checkbox"/>

Where was the immobilisation procedure implemented? \_\_\_\_\_

Duration of immobilisation: \_\_\_\_\_

E. Where was student brought after the physical intervention?

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

G. At what time were staff debriefed after the restraint?

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

Signature of person filling in the form:	Principal:	Clinical Director:

**WITHDRAWAL REPORT FORM.**

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

A. Name of Staff completing form?

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

B. Reason Procedure was implemented:

1. Physical Aggression

2. High Magnitude Disruption

3. Self-Injury

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

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

7 - \_\_\_\_\_

C. Was Assisted Transportation used?

Yes  No

D. Assisted Transport Used:

	1-person	2-person
5. Back	<input type="checkbox"/>	<input type="checkbox"/>
6. Wrist Tricep	<input type="checkbox"/>	<input type="checkbox"/>
7. Sunday Stroll	<input type="checkbox"/>	<input type="checkbox"/>
8. One Arm Wrap Around	<input type="checkbox"/>	

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

E. Seclusion used as:

Crisis Intervention

Punishment

Where was the procedure implemented? (e.g. Quiet room, playground etc.)

\_\_\_\_\_

Duration of seclusions in the episode (How long was the door gate locked each time?):

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

\_\_\_\_\_

F. Where was student brought after the intervention?

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

H. At what time were staff debriefed after the intervention?

I. Name of Staff Member who monitored CCTV/observed seclusion?

\_\_\_\_\_

J. Statements of Staff member who monitored CCTV/observed seclusion should include a description of what they observed.

**K. Additional information**

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

**Principal:**

**Clinical Director:**

## Withdrawal Debriefing Form

Debriefing following crisis management using seclusion/exclusionary time out punishment procedure / implementation of physical intervention management plan

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

Description of incident:  Setting:  Antecedent:  Behaviour:
Where all elements of the behaviour plan implemented i.e.; antecedent manipulations, replacement behaviour(s) taught, consequence(s) of behaviour and contingent schedules of reinforcement?:
Were any unscripted tactics used/adaptations made to the plan in situ?  Person who implemented changes:  Rationale:

Person responsible for updating behaviour plan:

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

Signed:

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