



BEHAVIOUR MANAGEMENT PROTOCOLS OF RED HILL SCHOOL

These protocols aspire to provide a gradient of support for each individual student of Red Hill School

Part 1: CODE OF BEHAVIOUR

“Part 1: Code of Behaviour” has been developed in accordance with The National Educational Welfare Board’s: “Developing a Code of Behaviour: Guidelines for School” which has its basis in law.

This document is directly linked to the Child Protection Policy/Child Safeguarding Statement of Red Hill School of Red Hill School, Behaviours that Challenge Policy, The Anti-Bullying Policy, The Transport Policy of Red Hill School.

The Behaviour Management Protocols of Red Hill School provide for a whole-school strategy in the response to maladaptive behaviours through:

- **Agreed descriptions of the standards of behaviour to be observed by each student**
- **Agreed arrangements for recording and reporting behaviour when a student fails or refuses to observe those standards**
- **The procedures to be followed before a student may be suspended or expelled from Red Hill School (Appendix 10)**
- **The grounds for removing a suspension imposed in relation to a student (Appendix 10)**
- **The procedure to be followed relating to notification of a child’s absence from school**

This document is the product of a consultation process between Management of Red Hill School, Staff (including Behaviour Support Therapist), Parents and Students.

Aims & Objectives of the Code of Behaviour are:

1. To provide guidance for pupils, staff, and parents on behavioural expectations.
2. To provide for the effective and safe operations of Red Hill School.
3. To reduce the time spent by staff on dealing with inappropriate and/or challenging behaviours thereby reducing the number of incidents which disrupt the work of others & allowing teachers to teach.
4. To facilitate the education and development of each child by increasing the time spent by pupils on positive learning activities.
5. To endeavour to promote pupil's self-esteem and to promote positive behaviour.
6. To foster the development of self-regulation and self-management in pupils based on respect, consideration and tolerance of others.
7. To encourage self-advocacy and to facilitate choice.
8. To provide a happy, positive teaching and learning environment for the pupils and staff of Red Hill School.
9. To promote a positive, proactive, preventative, non-judgemental approach to discipline and behavioural issues in Red Hill School.
10. To increase staff competence when managing inappropriate and/or challenging behaviours.
See Appendix1. (Suggested Pathways to managing behaviours that challenge)
11. To increase opportunities for success for all by minimising opportunities for conflict and confrontation.
12. To prioritise skill acquisition in tandem with the reduction of maladaptive behaviours for all students.
13. Each Individualised Behaviour Support Plan should place an emphasis on antecedent interventions & positive behaviour support thereby limiting the need for reactive strategies.
See Appendix 2 Individualised Behaviour Support Plan
14. To foster a caring attitude to each other and to the environment.

Parents: *The importance of working with parents in all areas cannot be overemphasised. Parents provide staff with invaluable information, advice, support and reinforcement and school staff should always seek to work with parents as partners in the process of developing behaviours that are appropriate and acceptable.*

Students: *Students may contribute to this process by contributing to the completion process of their Individual Behaviour Support Plans, Pen Pictures and Reinforcer Menus.*

Implementation:

The Behaviour Management Protocols of Red Hill School provide for clear behavioural expectations and afford a gradient of support for working with behavioural issues. Every member of the school community has a role to play in the implementation of Behaviour Management Protocols. In-school training & review practices are a core tenet of these protocols. Rules for students will be kept to a minimum, and will be applied in a fair and consistent manner, with due regard to the developmental age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded appropriately. Where difficulties arise, parents will be contacted at an early stage.

All pupils in Red Hill School have a diagnosis of ASD, however all pupils are expected to comply with the Code of Behaviour. The school recognises the cognitive ability of the pupils and that assistance is required in understanding certain rules. An Individualised Behaviour Support Plan (IBSP) (**Appendix 2**) will be put in place for each student in consultation with parents, class teacher, Behaviour Support Therapist (when available) and the principal to ensure optimal support is given.

The following standard operation guidelines will be employed to facilitate optimum success for students in achieving compliance with the Behaviour Management Protocols of Red Hill School and is reflective of the needs of our student population. This is not an exhaustive list. **These are guidelines available to staff to promote a culture in the school where emphasis and acknowledgment of positive behaviour is core practice rather than reactive strategies to negative behaviours.**

1. To promote the development of positive peer relations, positive student/staff relations and to facilitate generalisation of skill areas across the wider school community.
2. Formalise judgements amongst the adults in the classroom about what constitutes appropriate behaviour and inappropriate behaviour for that particular group of children – this provides feedback to children as to what is acceptable and unacceptable and avoids contradictory and confusing responses.
3. Individual Education Plans should be considerate of the child's strengths, weaknesses, likes and dislikes thus increasing motivation and decreasing opposition and where appropriate be linked to the IBSP (Individualised Behaviour Support Plan)(Appendix2)
4. Focus on teaching language and communication – methods of communication learned by the child must receive consistent and prompt responses so that the pupils can learn the power of communication in ordinary settings thus helping them to meet their own needs.
5. Help the child to anticipate the sequence of daily events and activities – use routine and structure to devise timetables which make sense to the child thereby reducing their anxiety. A child who is confident and relaxed is less likely to engage in challenging behaviours.
6. To provide a range of experiences, achievement of IEP Goals, and to facilitate sensory regulation students have time-tabled class group access to the following areas in the school: Sensory Room, Gym, Gross Motor Room, OT Therapy Swing, Skills Room, Sensory Garden, Activity Trail, Outdoor gym equipment etc. At times, students may benefit from individual or small group access to the above areas supported by staff.
7. Provide opportunity for pupils to opt out of activities from time to time – some pupils may need to withdraw from the group to reduce their stress levels. This could take many formats i.e. taking messages to other rooms, working at a preferred activity on their own, etc. Anticipating when a child needs this takes skill and an in-depth knowledge of the child and his/her needs.
8. Ensure that all new methods of working with a child are known to the significant people in that child's life if appropriate. This includes parents, substitute teachers, escorts on transport etc. **This is the responsibility of the teacher.**
9. Employ relevant strategies to reinforce positive behaviours in a way that is supportive for that child. (see below)

e.g. of Supportive Positive Behavioural Management Techniques/Strategies

- Redirect the child to another activity.
- Distract the child.
- Reason with/cajole the child.

- Use social stories to clarify expected acceptable behaviour.
- Use schedules/personal diaries and other appropriate visual/communication aids.
- Use "planned ignoring" (particularly useful for minor difficulties). Ignore the behaviour but **NOT the child.**
- Define boundaries and space for the child.
- Use praise and positive attention when the child is behaving acceptably. (See below).
- Use rewards to reinforce acceptable behaviour. (See below).
- Foster peer support.
- Use the child's augmentative communication system where appropriate to assist understanding.
- Use the SPHE programme as an opportunity to discuss behaviour(s).
- Use Individualised Behavioural Support Plans (which are agreed with parents and other relevant team members) where appropriate. These must be signed off by the Parent & the Deputy Principal/Principal.
- Encourage the pupil to assume responsibility for his/her own behaviour through the use of contracts or recording notebooks, reflective questionnaires which he/she fill in themselves if they have the cognitive ability to do this.

10. Use praise and positive attention. (See below).

Use of Praise / Rewards

Praise is a very effective way of reinforcing acceptable behaviours and boosting confidence. Rewards are something concrete or tangible to provide added incentive. Make sure the child knows what is expected of them in order to receive the reward. The reward *must* be very appealing to the child if it is to be effective. Combine rewards with praise where possible. When sanctions are unavoidable they should be fair, immediate and consistent.

- Give specific praise e.g. "well done, you shared your toys" or "very good, you walked in the corridor this time."
- Praise with access to a selected favoured reinforcer. (See Reinforcer Menu Section of IBSP Appendix2)
- Praise in front of others.
- Praise with smiles, eye contact and enthusiasm.
- Praise with pats and gestures.
- Catch the child being good.
- Praise using rewards and/or tokens.
- Reward a child by allowing him/her to have a favoured activity or object.
- Display good work.
- Foster peer support by clapping, cheering etc.
- Allow the child extra responsibility or to do a popular message etc.
- Send a note home so that parents can further reward pupils if they wish.
- Send the child to the Principal for praise.
- Praise for non-occurrence of unacceptable behaviours.

11. Work with the environment making appropriate environmental changes if possible which will reduce anxiety and stress for the child.

12. Work with the relevant professionals of the multi-disciplinary team to develop programmes of activities that are holistic in nature. A collaborative approach which

strives to meet the needs of the pupils will help to prevent behaviours of a challenging nature to occur in the first instance.

13. **It is the responsibility of all staff to report emerging maladaptive behaviours that are impacting on the individual child's progress and follow Appendix 1. Suggested pathways for Behaviours that challenge.**

School Rules

Rules should be few, **flexible, relevant**, realistic, child-centred, positively articulated, clear, and delivered in a consistent way that facilitates ***understanding by the child***. School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly. For some students, visual prompts or pictures may be needed. Some students may need opportunities to practice observing the rules, with feedback on their progress.

School Rules:

- **Follow your individual rules**
- **Respect**
- **Be kind**
- **Do your best**
- **Be tidy**
- **Be safe**
- **Walk**
- **Listen**

A pupil arriving in school in the morning must know with absolute certainty that, if they behave well, their good behaviour will be recognised and, similarly, that if they misbehave a sanction is sure to follow. The consequences of their behaviour are absolutely certain.

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise appropriate behaviour (e.g. "Walk" not "Don't Run"). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to the individual difference. Where difficulties arise, parents will be contacted at an early stage.

Classroom rules should be generalised to playground, social outings and all communal areas of the school.

Transport Rules: See Red Hill School Transport Policy

Peer Interaction: Unacceptable peer interaction is repeated threatening behaviour, verbal, psychological or physical aggression by an individual or group against others. The most common forms of this are aggressive physical contact, name-calling, intimidation, isolation and taunting. This will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of these behaviours in accordance with the school's policies on **Anti-bullying**. Please see Red Hill Anti-Bullying Policy. Bullying may lead to inappropriate behaviour on the part of the victim; in this instance focus should not just be on the behaviour of the victim.

A shared understanding of supporting positive behaviour will be evidenced through the following roles:

Board of Management's Responsibilities

- Provide a comfortable and safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal's Responsibilities.

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for a review of the Code, as required.

Teacher's Responsibilities

- Support and implement the school's Code of Behaviour.
- Author an Individualised Behaviour Support Plan (IBSP) for the students in the class for which they have responsibility in consultation with (where appropriate:) student, parents, Behaviour Support Therapist & Multi-Disciplinary team
- Create a safe learning environment for each pupil.
- Recognise and affirm good work.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Record appropriately instances of breach of the Code of Behaviour through following **Appendix 1. Suggested Pathways to managing behaviours that challenge.**
- Provide support for colleagues.

SNA Responsibilities:

- Support & implement the school's Code of Behaviour
- Be familiar with IBSP of the students in your room & implement the strategies in the IBSP

- Promote compliance with the behavioural expectations of the Behaviour Management Protocols of Red Hill School.
- Record appropriately instances of breach of the Code of Behaviour through following **Appendix 1. Suggested Pathways to managing behaviours that challenge**
- Provide support for colleagues.

Pupils' Responsibilities to adhere to school and class rules by the following means:

- Attend school regularly and punctually.
- Listen to their teacher.
- Listen to their SNAs.
- Show respect to all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaviour in any way which would endanger others.
- Avoid all nasty remarks, swearing and name calling.
- Include other pupils in games and activities.
- Follow school and class rules.

Parents/Guardians' Responsibilities

Encourage children to have a sense of respect for themselves, others and for their environment.

- Ensure that children attend regularly and punctually - **Parents are expected to telephone the school/ write a note/letter notifying the teacher/school of the reason for a child's absence. NEWB Guidelines for reporting student absences will be followed.**
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour, comply and support its implementation. Parents are requested to reflect this compliance through signing relevant section in enrolment form for their child.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect the child's progress/behaviour.
- Communicate to the Principal/ Class teacher external social activities which may negatively impact their child or others in the school setting e.g. social media/internet use etc.
- Co-operate with the school in managing these circumstances
- Respond to the school in a timely manner in relation to the above issues
- Attend meetings in school as required with Class Teacher, Principal, Behaviour Therapist in relation to behaviours that their child is presenting with in school.

Methods of Communication with parents:

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

- Telephone Call
- Informal & formal parent/teacher meetings.
- Through pupils home/school Journal sheets.
- Signed Letters/notes from school to home and home to school.
- Compliance with **Suggested Pathways to managing behaviours that challenge (Appendix1)**

Attendance, behaviour and academic records of children who wish to transfer into Red Hill School will be sought directly from the previous school. (see Red Hill School Enrolment Policy).

Covid-19 Control Measures

- The Board of Management has, under guidance from the Department of Education, implemented a number of measures intended to control the spread of Covid-19. These measures are detailed in the school's response plan and the Covid-19 risk assessment.
- All pupils are required to comply with any Covid-19 control measures including respiratory etiquette that the school has in place.
- These measures may change from time to time, according to advice received from the Department of Education and the public health authorities. Any changes will be communicated to parents. Pupils will be supported in adhering to the measures by their class teachers and other school personnel.
- Pupils who persistently fail to comply with the measures may be subject to disciplinary action under this policy.

Affirming Positive Behaviour

Positive reinforcement of good behaviour leads to better self-management and places a greater emphasis on rewards and incentives than on sanctions. Adults should seek opportunities to foster the behaviours that build the school community and to challenge the behaviours that diminish the sense of community.

Responding to inappropriate Behaviour

Despite the best efforts of the school, unacceptable behaviour happens. Even minor breaches of the Code of Behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects, including disruption of the student's own learning and the learning of others. It can cause distress and anxiety or even pose a threat to the safety of students and staff.

The Board of Management together with the school community will endeavour to follow **Suggested Pathways to managing behaviours that challenge (Appendix1)** in providing a consistent and fair response to student's who fall short of the Code of Behaviour, this may include accessing Parts 2

(Behaviours that Concern) of the Behaviour Management Protocols Red Hill School. This practice will facilitate a problem –solving approach as a response to unacceptable behaviour.

Where a student's behaviour disrupts the teaching and learning of other students, school authorities have to weigh the needs of that student with the needs of the other students and staff of Red Hill School. In each individual case, drawing on factual and objective information about the impact of a student's behaviour and using transparent criteria for measuring that impact.

'severely challenging behaviour refers to culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour that is likely to seriously limit use of, or result in the person being denied access to ordinary community facilities' (Emerson,1995, 44). In this situation please access Part 2 and of the Behaviour Management Protocols as appropriate.

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

- Helping students to learn that their behaviour is unacceptable.
- Helping students to recognise the effects of their actions on others.
- Helping students (in ways appropriate to their age & developmental stage) to understand that they have choices about their own behaviour and that these choices have consequences.
- Helping the student to take responsibility for their choices
- Sanctions may reinforce the boundaries of the Code of Behaviour and signal to the school community that the Code is being upheld in the interest of the individual and the school community.

With regard to instances of more serious breaches of Behavioural expectations sanctions may be needed to prevent serious disruption of teaching and learning, or to keep a student, other students and staff members safe. Sanctions should be used as part of a wider plan to help the student to learn. It should be the behaviour rather than the person that is the focus.

A sanction has the potential

- to diffuse an already escalating situation and facilitate the child's need to process, regulate & reflect, while the school may use this time to review the supports/protocols that are in place for this student.
- Preserve the dignity of all parties
- Be applied in a fair and consistent way
- Be timely
- Should be appropriate and proportionate, it must be made clear what changes in behaviour are required to avoid future sanctions
- Should relate as closely as possible to the behaviour.

Unacceptable Behaviour

Unacceptable behaviours should be responded to immediately and consistently by reiterating what would have been more acceptable using positive comments and statements. Every child, irrespective of their ability must be accorded respect for their rights as individuals.

Three levels of misbehaviour are recognised. Minor, Serious and Gross. All everyday instances of a minor nature are dealt with by the class teacher. In cases of repeated serious misbehaviour or single instances of gross misbehaviour, parents will be involved at an early stage and invited to meet the teacher and/or principal to discuss their child's behaviour.

Examples of serious misbehaviour

- Behaviour that is hurtful (including bullying, harassment, discrimination and victimisation)
- Behaviours that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property
- Theft

COGNITIVE DEVELOPMENT AND SETTING EVENTS WILL BE TAKEN INTO ACCOUNT AT ALL TIMES

Examples of gross misbehaviour

- Assault on Red Hill Staff, pupils of Red Hill or visiting professionals
- Serious damage to property
- Serious theft

Sanctions will be applied according to the gravity of the misbehaviour, with due regard to developmental age and emotional development. Every child irrespective of their ability must be accorded respect for their rights as individuals. All staff must ensure that in employing a sanction, the duty of care to the student is maintained. The child who presents with challenging behaviours is extremely vulnerable. The measures listed below are not to be used to punish children but as part of an agreed response which is based on what is in the child's best interest.

Sanctions and strategies for Red Hill School may include:

- Reasoning with pupils, including verbal reprimand.
- Use of a firm directive tone of voice (**avoid** shouting) including advice on how to improve.
- Temporary removal to another class, this could be used as a distraction strategy rather than a sanction and would be implemented to facilitate a low arousal approach.
- Removing others from the vicinity of the child if risk increases in the moment.
- Loss of privileges. Pupils may not be 'kept in' at lunchtime as a detention but it may be necessary to keep pupils in classrooms with employed staff (not work experience students) during lunch-time if their behaviours in the yard are considered to be a risk to other pupils. If this is considered necessary, please inform the Principal.
- Identifying potential positive outcomes for the student if they make an appropriate choice regarding their behaviour.

- Sending a note home.
- Communication with parents.
- Referral to Principal. Where the behaviour is very serious such as aggressive, threatening or violent behaviour towards other pupils or staff the parent may be asked by the principal to take the child home for the rest of that day.
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules of National Schools as amended by circular and Education Welfare Act 2000)(Appendix 10)

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.

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety.

Before/After School: Parents are reminded that the staff of the school does not accept responsibility for pupils before 9.10a.m (this is when transitioning from school transport is facilitated). The official opening time of Red Hill School is 9.10a.m. The official closing times of Red Hill School are 1.50pm for Junior Classes and 2.50p.m. for all other classes except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. e.g. School tours. Staff are generally on-site until 3pm daily. Pupils involved in such activities are expected to behave in accordance with Behaviour Management Protocols of Red Hill School during these times. There may be specific arrangements in place for some students as part of their individual Behaviour Support Plan. This will be agreed with parents

Suspension and Expulsion

The Board of Management of a recognised school has the authority to suspend a student. Suspension should be a proportionate response to the behaviour that is causing concern. See Section 12 of the NEWB Guidelines pages 70-78 inclusive (Appendix 10)

For gross misbehaviour or repeated instances of serious misbehaviour suspension/expulsion may be considered. Parents concerned will be invited to come to the school to discuss their child's case.

Aggressive, threatening or violent behaviour towards a teacher, SNA, Ancillary staff or another pupil or school property will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious misbehaviour the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the Principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. 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 behaviours, their pattern and context, sanctions and other interventions used and their outcomes

and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000. In the case of gross misbehaviour, 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.

In exceptional cases, the pupil may be suspended or expelled where the continued presence of the pupil in the school at the time would represent a serious threat to the safety of pupils or staff of the school. This action will be taken when the Board is of the opinion that *the resources available to the school are not adequate to meet the challenge posed to the welfare of the pupil, other pupils or staff*. In these instances, the procedures and guidelines as stipulated in the Education Welfare Act 2000, Section 24 will be followed by the Board which are outlined in the National Educational Welfare Board's Guidelines for Schools Section 13 pages 80-86inc. 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 National Educational Welfare Board will be informed using a Notice of Decision to Expel form. This information is required to allow the NEWB to intervene before the decision to expel takes effect. (A pupil may not be expelled before the passing of 20 school days following receipt of notification to expel by the Educational Welfare Officer).

The pupil may be suspended for a temporary period initially to allow the school authorities to investigate whether or not additional support structures would alleviate the situation and to apply for same. The pupil may be reintegrated back into the classroom on a phased basis depending on the school's ability to provide the necessary resources to manage the behaviours.

- Employment of Part 2 of the Behaviour Management Protocols of Red Hill.
- Referral to the school psychologist (NEPS).
- Establishment of a Positive Handling, Support and Intervention Plan in consultation with parents and/or members of the Multi-Disciplinary Team, and/or the Behaviour Therapist. (This plan will attempt to identify the antecedents and triggers of the challenging behaviours and focus on prevention.)(Positive Handling Plan Appendix 2A)
- Frequent meetings/phone calls with parents as part of the process to manage the behaviours and to keep parents fully informed.
- Requesting support from the Behaviour Support Therapist.
- Keeping incident reports, copies of which are made available to parents if they wish to have them.
- Informing the Special Educational Needs Organiser of the need for possible extra resources to support the pupil.
- Sourcing relevant extra training for staff.
- Referral to Psychology, St. Gabriel's
- Monitoring of behaviour, this would include on-going risk assessment, data collection, e.g. ABC's, frequency data sheets to assess on-going response to intervention (Appendices include risk assessment, App5. ABC Data Sheets APP 3, Monitoring and Review APP 6, QABF App6A, FAST APP 6B).

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The principal must be satisfied that the pupil's reinstatement will not constitute a risk to

the pupil's own safety or that of the other pupils or staff. The Principal will facilitate reintegration meeting and/or the preparation of a behaviour plan for the pupil and will re-admit the pupil formally to the class.

Placement Review

- Occasionally, concerns regarding the suitability of a child's continued attendance at the school arise. In such circumstances, a review of the school's ability to continue to meet the child's needs in a way that ensures that the child develops to his/her potential may be necessary. Any such review will be undertaken by a committee appointed by the Board of Management, in conjunction with the Principal, Teachers and Multi-Disciplinary Team. Parents will be kept fully informed of any concerns that might arise in relation to their child's continued attendance at the school at the earliest opportunity. Parents will be afforded a full opportunity to comment and provide further information before any conclusions are reached in a review.
- Parents may be asked to work in partnership with the multi-disciplinary team to consider all options open to the child, up to and including a decision to terminate the child's attendance at the school.
- In the event that it is determined that the child is not suitably placed in the school having regard to the capacity of the school and the needs of the child concerned, the Board shall request that a multi-disciplinary team assessment be carried out to determine the best options open to the child. (Red Hill School Enrolment Policy)

Child Protection

Allegations, suspicions or disclosures of child abuse/neglect must be reported to the Designated Liaison Person – Elaine Benson Ryan, Principal. In her absence the Deputy Principal, Shirley Coll (Deputy Designated Liaison Person) or next Senior Teacher (Debbie O Sullivan) should be reported to. The school follows the policies and procedures as laid down in the National Guidelines for the Protection and Welfare of Children, "Children First" in all matters relating to child protection. A copy of this document is available from the Principal's Office. Please also refer to parts 1 and 2 of the school's Child Protection Policy.

References:

- Emerson, E. (1995). Challenging behaviour: analysis and interventions in people with learning difficulties. Cambridge, Cambridge University Press.
- Developing a Code of Behaviour Guidelines for Schools. NEWB 2008
- Children First
- Education Welfare Act

Ratified by the Board of Management 15/02/2016

Signed: Val Real

Chairperson, Board of Management

Review Date: 15/02/2017

Review Date: 15/09/2020

Signed : Mr Val Real Date: 15/09/2020

Chairperson BOM, Mr. Val Real

Next Review Date: September 2021

Signed:Mr. Val Real September 13th 2021.

Chairperson

Next Review Date. January 31st 2023

Signed: Val Real Date: 31/1/2023

Chairperson Board of Management