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**15676S**

**St Patricks National School**

**Policy**

**on**

**ST PATRICK’S NATIONAL SCHOOL**

**CODE OF BEHAVIOUR.**

# **Rationale:**

St Patrick’s Ns decided to review its Code of Behaviour first implemented in 2016 at this time because

* Changes were required to reflect the procedures used in school currently
* It is a requirement of the Education (Welfare) Act, 2000
* Requirement to update Code of Behaviour as a result of the publication of “Developing a Code of Behaviour, Guidelines for Schools” by National Educational Welfare Board (NEWB) in 2008.

# **Relationship to the Catholic ethos of the school:**

The purpose of this policy is to promote positive student behaviour and to allow the school to function in an orderly and harmonious way. It is also to enhance the learning environment where children can make progress in all aspects of their development. It relates to the ethos of the school in that it nurtures each child to develop his/her potential in a caring environment where the talents of each child are valued. This is achieved by a high level of respect and co-operation between staff, board of management, parents and pupils. All school staff including part-time coaches/workers will be made aware of the Code through email and/or hard copy. The Code takes into consideration the environment of the school – The Catholic tradition, views of the Board of Management, Staff, Parents and pupils of all diversities. It is anticipated that everyone will commit to the code and while the school understands that families have their own parenting styles and values, the home and school are two different environments and the Code of Behaviour must be respected in the school environment

**The aims of the Code of Behaviour of St Patrick’s Primary school are:**

• To provide guidance for pupils, teachers and parents on behavioural expectations.

• To provide for the effective and safe operation of the school.

• To develop pupils’ self-esteem and to promote positive behaviour.

• To foster the development of a sense of responsibility and self –discipline in pupils based on respect, consideration and tolerance of others.

• To facilitate the education and development of every child.

• To foster caring attitudes to one another and to the environment.

• To enable teachers to teach without disruption.

**Implementation:**

Every member of the school community has a role to play in the implementation of the code of behaviour. Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

**School rules:**

School rules are kept to a minimum and are devised with regard for 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.

**Before/After School:**

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 9.00 a.m. or after the official closing time of 1.40 p.m. (infants) 2.40 p.m. (other classes) except where pupils are engaged in extra – curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times.

**St Patrick’s National School Rules:**

Rule: To keep our school a safe place to learn I must:

Examples of how it might apply around the school or in your classroom not all may apply to each class and there may be other examples not listed here that might be more suitable:

**1 Be a motivated learner**

• Work quietly and neatly

• Work to the best of your ability

• Stick at it even when you find the work difficult – don’t give up

• Give others a chance to learn – don’t disrupt or interrupt lessons

• Complete and present all work (including homework) in full and neatly

**2 Be the best person that I can be**

• Try your best

• Give things a go

• Be honest, respectful, considerate, kind, generous, friendly, polite, thoughtful, helpful…

• Play nicely and fairly

• Include everyone

• Before you speak, T.H.I.N.K. – Is it True, Helpful, Inspiring, Necessary, Kind.

**3 Be safe**

• Stay in your place

• Keep your hands and feet to yourself

• Take care of your belongings and respect the belongings of others – no throwing/breaking/damaging people’s property

• Walk quietly on the corridors

• Play safely in the yard – stay off the bank, no mess-fighting, line up properly when the bell goes.

**4 Be prepared**

• Homework – bring home the correct books/copies, do your homework to the correct standard, bring homework into school

• Keep your workspace and classroom tidy

• Wear the correct uniform on the correct day

• Have everything you need for class – books/pencils/colours etc

• Bring sports/swimming gear when needed

• Move to the next lesson quickly and quietly

**5 Be a star listener**

• Listen when your teacher is speaking

• Put your hand up and wait your turn to speak

• Listen to each other in class discussions

• “Give me five – eyes, ears, hands, lips and feet”

• Listen and respond respectfully when an adult speaks to you

When we follow these rules we are showing that we can Be Respectful, Responsible & Ready to learn

**General Guidelines for Positive Behaviour:**

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.

2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.

3. Pupils are expected to take pride in their appearance, to have all books and required materials and to be in the right place at the right time.

4. Pupils are expected to obey a teacher’s instructions, to work to the best of their ability and to present assignments neatly.

5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

**Acceptable Standards of Behaviour:**

Care and safety:

· For others

· For school environment

Courtesy:

· Acknowledge others

· Speak politely

· Use good manners

· Participate in school activities

Respect and Tolerance:

· Respect others and their property

· Keep school rules

· Celebrate difference

· Respect personal space

Responsibility:

· Be well presented

· Attend school regularly

· Be punctual and prepared

· Do your best in your work

· Be fair

· Be forgiving

**Rewards and sanctions:**

REWARDS.

How do they work?

We have Rewards to encourage pupils to behave well. Almost all pupils -90%+ behave well every day in school. This good conduct is now affirmed daily. We choose monthly rewards and any child that has not received 7 steps in the previous month is afforded to join in the class monthly reward

**Strategies for promoting positive behaviour throughout the school:**

* developing clear and simple classroom rules in discussion with classes reflecting the rules (see below)
* positive behaviour is recognised through use of
	+ Dojo points
	+ praise of students
	+ In-class reward systems
* Rewards include stars, stickers, certificates, homework passes, class privileges, additional Golden Time, additional activities
* issues of behaviour are noticed and managed as early as possible through emphasising expectations of positive behaviour
* Social Personal and Health Education (SPHE) is used as a structure within which to address the teaching of social skills
* The Special Educational Teacher (SET) may provide support to the class teacher to address issues of behaviour in class.
* Staff are in communication with parents when necessary/beneficial
* Negative behaviour may result in consequences

**Unacceptable Standards of Behaviour:**

· Failure to respond within a reasonable time to staff instructions.

· Behaviour that is hurtful, including bullying, harassment, discrimination and victimisation.

· Behaviour that interferes with teaching and learning - minor

· Threats or physical hurt to one another.

· Inappropriate language or aggressive behaviour

· Damage to property.

· Theft or dishonesty

· Leaving school grounds

**Discouraging Misbehaviour:**

The purpose of Sanctions and other strategies is to promote positive behaviour and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. These may include:

· Tactical ignoring of minor behaviour

· Stand beside child

· make eye contact while continuing teaching

· quietly remove object of distraction

· Reasoning with pupil

· Verbal reprimand including advice on how to improve.

· Temporary separation from peers within class

· Prescribing extra work.

· Loss of privileges.

· Removal from class & sanction sheet & extra work

· Communication with parents.

· Referral to Principal.

· Principal communicating with parents.

**STEPS Procedure**

How do they work?

A clear set of sanctions are in place to deal with students who choose inappropriate behaviour. The sanctions are there to protect the majority of children from the misbehaviour of the small minority. Each pupil will be made aware of the school rules and class rules. These rules have been kept to a minimum so that all pupils can readily follow them. The rules are taught, revised and displayed in every class. If a pupil is misbehaving, a teacher will draw his attention to this and ask him/her to correct his/her conduct. If he/she fails to do so, he goes on a step.

There are six steps and these are:

**Step 1:**

Low level intervention, teacher gives warning and keeps teaching (I’m onto you signal). If pupil does not respond in a reasonable amount of time, the teacher says Step 1. Teacher records nature of step in Behaviour book. Teacher takes a few minutes when child is calm to discuss the behaviour in question.

**Step 2:**

More discreet intervention. Child is informed of second step. Again, nature of step is recorded in Behaviour book.

**Step 3:**

‘Time Out Table’ and ‘Consequence sheet’. Pupil to complete consequence sheet at separate table in class. Consequence sheet to be signed by parents (contents of work on sheet at discretion of teacher).

**Step 4:**

Moved to ‘Time out Table in another class for half an hour, given work to do. Consequence sheet to be signed by parents. Constant interference with teaching and learning, (eg. excessive talking, outbursts, or shouting) for a prolonged period will result in immediate progression to step 4.

**Step 5:**

Child sent to Principal’s Office. Letter to parents informing them of this. A deliberate kick or closed fist, grossly inappropriate language, threatening or abusive towards any member of staff or pushing a member of staff in defiance a will result in immediate progression to Step 5. Parents and child are informed that another Step 5 will result in suspension.

**Step 6:**

Send for parents. Pupil sent home for the rest of the day. The parents have to visit the school and meet the teachers before the child can return to their class. Teachers are prepared at stages to pick up the phone and call parents if need be and ask parent to come and collect pupil and talk to him/her at home. Class Teachers to ask School Secretary to make the call.

Class teachers record all ‘steps’ in Behaviour Book and describe nature of ‘step’. Every pupil starts each day afresh; the following day the pupil comes in and begins at zero.

**Further Strategies to deal with unacceptable behaviour:**

* Reminders of behavioural expectations
* verbal warning that actions are unacceptable or disruptive to teaching & learning
* loss/withdrawal of a class privilege
* when actions are repeated, record of behaviours to be recorded by class teacher
* communication with parent
* care plan - proactive & reactive strategies
* temporary separation from peers and others (in class or yard)
* Referral to Principal/Deputy Principal
* Suspension
* Board of Management
* Expulsion

**School Activities:**

Selection of children for inclusion in Curricular and Extra Curricular Activities, including sports activities, musical events, tours, fun activities, both school based and out of school excursions, is at the discretion of class teacher, event organiser, Chairperson Discipline Board and /or school Principal, under the following conditions:

· Health and Safety conditions.

· Suitability of Occasion to child’s current emotional state.

· Letter from Discipline Board in previous month.

· Lack of respect for teachers and school staff.

· Lack of respect for self and classmates.

· Benefit to be gained by child’s attendance at event.

· Benefit for other children by child’s involvement in or exclusion from event.

# **Examples of unacceptable behaviour**

Unacceptable behaviour may be divided into three categories; minor, serious & gross.

The examples of behaviour are viewed as a guide to teachers when dealing with unacceptable behaviour. Other factors lead to teacher actions being adapted to address an incident of unacceptable behaviour.

|  |
| --- |
| **MINOR** |
| **Examples of behaviour;*** disrupting lessons
	+ talking, walking around class without permission, making noises, shouting out
* running in school building
* ignoring adult instruction
* eating at inappropriate time
* isolated incidents of rough play
* incomplete work
* repeated incidences of no uniform
 | **Possible teacher actions;*** reminders of expected behaviour
* verbal warning
* STEPS given
* loss of privilege or withdrawal from class reward for brief period after repeated minor incidents
* if persistent, notify parents

Record incidents in behaviour book |

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| **SERIOUS** |
| **Examples of behaviour;*** constant disruption to class
* intentional stealing
* endangering self or others
* damage to school property or peers
* throwing objects
* inappropriate comments to staff and peers
* leaving school grounds without permission
* unacceptable language
* deliberately hurting a pupil or staff member
* use of mobile phone in school or electronic device without permission
* threatening other pupils or staff
 | **Possible teacher actions;*** STEPS given
* time out for student - child goes to designated area in class
* Child is moved to safe area outside of classroom
* Loss of privileges or class rewards
* Communication with parents.
* Formal meeting with class teacher. Principal or Deputy Principal may be present.
* Care plan introduced when incidents of serious behaviour are repeated.

Record incidents of serious misbehaviour and store in student’s file |

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| --- |
| **GROSS** |
| **Examples of behaviour;*** Act of assault against pupils, staff member, parent etc.
* Setting fire to school property
* Intentional damage to school property
* Aggressive, threatening or violent behaviour towards pupils, parents or staff member
 | **Possible actions;*** Principal & Board of Management to be notified.
* Principal and Board of Management to examine issue and determine consequences.
* They may consider suspension of a pupil(s).
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**Board of Management’s Responsibilities:**

• Provide a comfortable, 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 the Code of Behaviour is implemented in a fair and consistent manner.

• Arrange for a review of the Code, as required.

**Teachers’ Responsibilities:**

• Support and implement the school’s Code of behaviour

• Create a safe working environment for each pupil

• Recognise and affirm good work.

• Prepare school work and correct work done by pupils.

• Recognise and provide for individual talents and differences among pupils.

• Be courteous, consistent and fair.

• Keep opportunities for disruptive behaviour to a minimum

• Deal appropriately with misbehaviour

• Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.

• Provide support for all colleagues.

• Communicate with parents when necessary and provide reports on matters of mutual concern.

**Pupils’ Responsibilities:**

• Attend school regularly and punctually

• Listen to their teachers and act on instructions/advice

• Show respect for all members of the school community

• Respect all school property and the property of other pupils

• Avoid behaving in any way which would endanger others

• Avoid all nasty remarks, swearing and name calling.

• Include other pupils in games and activities

• Bring correct materials/books to school

• Follow school and class rules

**Parents/Guardians Responsibilities:**

• Encourage children to have a sense of respect for themselves and for the property

• 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 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 their child’s progress/behaviour.

**Procedures for Suspension:**

The Board of Management and Staff of St Patrick’s N.S. will follow the procedures for suspension and expulsion outlined in the Guidelines for Schools on Developing a Code of Behaviour (Chapters 10 – 12).

Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times. Accordingly, pupils and their parents will be fully informed about an allegation and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond to an allegation before a decision is made and before a serious sanction is imposed. In exceptional circumstances, the Principal/Board may consider an immediate suspension to be necessary when 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, or any other person (p73).

The Board of Management will also follow the factors to consider before suspending a student (p.72) and the factors to consider before proposing to expel a student (p82).

Exclusion (Suspension or Expulsion) from school (in accordance with rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000) Pupils will not be deprived of engagement in a curricular area, except on the grounds of health/safety

**In relation to suspension,**

* Communication to parents regarding the suspension of a pupil or the possibility of suspension will be in writing and copies of all correspondence will be retained. In some circumstances it may be necessary to contact parents by phone.
* The parents/guardians and the pupil will be invited to meet with the Principal and/or Board of Management to discuss the proposed suspension.
* The Board of Management has delegated responsibility for suspension to the principal in the event that immediate suspension of a pupil is warranted (Guidelines p73). The parents/guardians and child will be invited to discuss the matter with the Principal and the procedures governing suspension will be applied.

A written statement of the terms and date of the termination of a suspension will be given to parents/guardians. A suspension will not be for more than three days, except in exceptional circumstances where the principal considers that a period of suspension longer than three days is necessary in order to achieve a particular objective. The letter will confirm;

* + - the period of the suspension and the dates on which the suspension will begin and end
		- the reasons for the suspension
		- any programme of study to be followed
		- the arrangements for returning to school, including any commitments to be entered into by the student and the parents (for example, the pupil and parents might be asked to reaffirm their commitment to the code of behaviour)
		- the provision for an appeal to the Board of Management
		- the right to appeal to the Secretary General of the Department of Education and Science (Education Act 1998 Section 29).

The suspension will be recorded on the NEWB ‘*Student Absence Report Form’* (when applicable).

* When a period of suspension ends, the pupil will be re-admitted formally to the class by the principal.
* If a pupil continues to misbehave he may be suspended for a major fixed period (up to ten days) to allow for consultation with both the pupil and the pupil’s parents/guardians to address the issues.
* As outlined above, parents/guardians and pupil will be given the opportunity to discuss the issues with the Principal/Board of Management.
* The Education Welfare Officer will be informed when a student has been suspended for six days or more cumulatively.
* Section 29 Appeal – when the total number of days for which the student has been suspended in the current school year reaches 20 days the parents may appeal the suspension under section 29 of the Education Act and will be given information about how to appeal.

**Misbehaviour resulting in immediate suspension from school:**

1. Physical assault on teacher/adult

2. Physical assault on teacher/adult on duty

3. Blatant persistent verbal abuse of teacher/adult (defiance, cursing...)

4. Serious physical assault on another pupil.

5. Leaving school grounds (i.e. walking, running off property deliberately)

Parents will be telephoned by the Principal and given a verbal explanation as to the reason for the pupil being sent home. If a parent cannot collect their child the pupil will be sent to the Principal’s office/ Deputy Principals room to await collection. Pupil will be given work to do while awaiting collection. 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.

Expulsion may be considered in an extreme case, in accordance with the rule 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.

**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 parent/s must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and 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 the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

**Discipline Board:**

The Board of Management established a Discipline Board in September 2016. The School Principal, a class Teacher and a member of the Board of Management, sit on the Discipline Board. The terms of reference as agreed in September 2022 are as follows:

· Mr Cuddihy AP2 reviews class behaviour books

Discipline Board to meet as requested to analyse Class Behaviour Books.

· Where a child has been on SEVEN STEPS in the previous month, a letter is sent home and the child is denied some extracurricular activity in the following month.

· Chairperson of Discipline Board to notify parents on a monthly basis re issues of challenging behaviour.

· Discipline Board to send report termly to B.O.M.

· Discipline Board in consultation with external agencies to recommend strategies for dealing with instances of continued unacceptable behaviour and /or challenging behaviour.

· Families to be invited by Chairperson B.O.M. to come before Discipline Board on a regular basis to explain and account for instances of repeated misbehaviours

**Procedures for expulsion – The procedures outlined on pages 83 – 86 of the guidelines will be followed (see steps 1-6 below):**

* Subsequent to the above suspension procedures and meetings with parents/guardians, if serious/gross incidents of misbehaviour continue, the pupil will be recommended for permanent exclusion (expulsion) by the Board of Management. This excludes expulsion for a first offence - see p. 81
* Step 1 – A detailed investigation carried out under the direction of the Principal
* Step 2 – A recommendation to the Board of Management
* Step 3 – Consideration by the Board of Management of the Principal’s recommendation; and the holding of a hearing
* Step 4 – Board of Management deliberations and actions following the hearing
* Step 5 – Consultations arranged by the Educational Welfare Officer
* Step 6 – Confirmation of the decision to expel

**Understanding Behaviour:**

Staff are aware that there are a variety of factors that can affect behaviour. These factors include external and interpersonal factors such as; parent & family relationships, peer groups, community factors. Personal factors have an impact on the behaviour of an individual student such as; age, stage of development, temperament, physical & medical characteristics and ability to learn.

Pupils who show challenging behaviour repeatedly and require interventions to be put in place in school will be placed on a Care Plan.

# **Dealing with continuously disruptive pupils/serious incidents of Misbehaviour**

The staff at St Patrick’s N.S will intervene early and positively when student behaviour does not meet the standards of behaviour expected in the school. Early involvement of parents is considered important. A problem solving approach will be engaged to enable staff respond to unwanted behaviour (Guidelines p.46-47- N.E.W.B.). This may involve the following steps:

* 1. Gather information – understand the context and the factors that may be affecting behaviour.
	2. Generate ideas about possible solutions that take account of the reasons why it may be happening.
	3. Decide and agree on specific strategies.
	4. Implement the agreed strategy consistently.
	5. Review progress – evaluate the impact and effectiveness of the intervention.
	6. Throughout, keep the relationship with the student as positive as possible - involve the student and parent.

**Strategies to deal with continuously disruptive pupils and/or serious incidents of misbehaviour are as follows -**

* The pupil will be warned officially to stop offending.
* The parents/guardians will be informed.
* Loss of Privileges
* The parents will be invited to meet either the class teacher, the Principal and/or the chairperson to discuss serious incidents of misbehaviour.
* The Board of Management may exclude the pupil from the school premises at break and/or lunch times.
* The Board of Management may arrange for the pupil to be accompanied by an adult from the classroom to the gate at assembly and dismissal times.
* In the event of a serious incident of misbehaviour or where a pupil is continuously disruptive the Board of Management may suspend him/her for a minor fixed period (one to three school days).
* A programme of intervention may also be formulated, in cooperation with the parents, to enable the child to manage and change his/her behaviour.

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**Individual Behaviour Plan:**

All children attending the school will be subject to the Behaviour policy as outlined above. This includes children with special educational needs. The school will do its very best to adapt classroom and playground management and procedures for children with a need that includes a difficulty with normal social behaviour, e.g. by providing a Special Needs Assistant if sanctioned, visual timetables, separate playtimes with a small group, behaviour target card, extra one-to-one teaching, circle time etc. However the care and education of any individual child does not take precedence over the welfare of the whole school community.

# **Care Plans:**

Care plans are individual plans aimed at supporting pupils to address issues of behaviour. Parents, staff and other relevant parties play a role in formulating a plan of action to support pupils to participate fully in school life.

**Pupils with additional needs:**

Pupils with additional needs will be required to follow the school’s ‘Code of Behaviour’ but teachers will use their professional judgement in relation to regularity and level of sanctions/consequences. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanours, they will also show leniency and understanding in relation to children with specific learning/behavioural difficulties. Parents of these children will be kept informed of their child’s behaviour on a regular basis and may be requested to work with the school in devising effective strategies to help the child to manage his/her behaviour. This may involve working and co-operating with a Special Needs Assistant (SNA), if an SNA is deployed to assist a pupil/class. The devising of such strategies may also entail contacting and meeting with relevant out of school agencies. It should be noted that in certain incidents where pupils with special needs pose a threat to the safety of others in the class, the child or class will be removed from the room until the situation has been rectified.

A behaviour of concern appendix is also attached to this policy appendix 1 to deal with specific behaviours, which are behaviours of concern defined as “behaviours that indicate a risk to the safety or wellbeing of the people who exhibit them or to others.

### **SUCCESS CRITERIA**

#### Practical indicators of the success of the policy include:

* A happy and caring school environment
* Positive feedback from teachers, parents and pupils.
* Observation of behaviour in classrooms, corridors and the yard.

### **ROLES AND RESPONSIBILITY**

The people who have particular responsibility for aspects of the policy are

* Board of Management
* Principal
* Class teacher
* Parents
* Pupils

The overall responsibility for behaviour within the school rests with the Principal.

However, the Board of Management has ultimate responsibility for behaviour under its management and a duty to ensure that a fair code of behaviour applies therein.

###

### **IMPLEMENTATION DATE**

This policy will apply from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teachers will discuss the code with the pupils in the school and formally teach/revise the expectations for behaviour each term so that pupils are aware of what is expected of them. Each teacher will ensure that their class develops classroom rules and that children agree to follow these.

Parents will also be informed of the code by Aladdin. Parents may request a copy of the Code sent to their homes. It will be available on the school website [www.stpatsnswicklow.ie](http://www.stpatsnswicklow.ie)

### **TIMETABLE FOR REVIEW**

This policy will be reviewed and, if necessary, amended **Annually**

### **RATIFICATION & COMMUNICATION**

The Board of Management officially ratified this policy on 19th September 2022

The policy will be circulated to parents/guardians of applicants on enrolment.



**Behaviours of Concern Appendix 1**

**School: St Patrick’s NS**

**Roll No.: 15676S**

**Principal: Lorraine Dempsey**

**What are Behaviours of Concern?**

Behaviours of concern can be defined as “behaviours that indicate a risk to the safety or wellbeing of the people who exhibit them or to others”.

**What is a crisis situation?**

A crisis situation can occur when behaviours of concern present serious risk of imminent physical harm to the student concerned and/or others within the school environment.

**Our Rationale**

A number of pupils have such highly complex and challenging behaviour, social or education needs that they need extra help and support. This policy aims to support the pupil exhibiting Behaviours of Concern, other pupils, staff and the relevant parents. This policy is complimentary to the school Child Safeguarding Statement, Code of Behaviour, and Health & Safety Statement.

**Code of Behaviour**

Our school Code of Behaviour aims to positively support pupils in the first instance but reserves the right to impose sanctions particularly when the health and safety of pupils and staff are a concern.

**Child Safeguarding Statement**

Our school Child Safeguarding Statement places a statutory responsibility on registered teachers to report child protection concerns that are at or above a threshold of harm. An accompanying Risk Assessment identifies possible situations where pupils may be at risk and the control measures that our school puts in place to address such concerns.

**Health & Safety Statement**

Our school Health & Safety Statement underpins the entitlement of all pupils and staff to coexist in a safe environment.

**Training**

Staff are undergoing Trauma Responsive Education training with Marie Delaney 12th October 2022 year. Staff members also undertook training in behaviours of concern with Mayson Hayes and Curran in February 2022 Further professional development to be arranged for staff.

**How we react to a Behaviour of Concern Incident?**

Make every attempt to ensure everybody’s safety.

Prevent the situation deteriorating further.

Put an immediate plan in place that will link to an effective and sustained behaviour plan.

**Support Services**

Here is a list of State Agencies (not exhaustive) that we consult for advice, assistance and additional supports.

* Túsla
* CAMHS:ChildrenandAdolescentMentalHealthService
* DepartmentofEducation
* EducationWelfareOfficer:(AttachedtoEWS)
* EducationWelfareService(NowpartofTúsla)
* NCSENationalCouncilforSpecialEducation
* NationalEducationalPsychologicalService(NEPS)
* NationalEducationalWelfareBoard(NEWBnowpartofTúsla)
* SpecialSchoolsNationalBehaviourSupportService(SESSnowpartofNCSE)
* SpecialEducationNeedsOrganiser(memberofNCSEstaff)

We may also contact our relevant Management Body and or Principal’s Association for advice and guidance.

**POSSIBLE UNDERLYING CAUSES OF BEHAVIOURS OF CONCERN**

There is always a reason for, or purpose to behaviours of concern, such as:

**Anxiety and Stress:** Pupils may become anxious for a myriad of reasons. Worries about friendships, home situations etc. can be overwhelming for a pupil, leading to stress. While most children are able to identify the cause and put in place strategies to reduce their stress levels, some cannot.

**Communication difficulties:** These can range from not being able to speak at all, shyness, social inhibition to being very articulate but not understanding the social variations and conventions in a conversation. Behaviours of Concern are often a substitute means of communication for such pupils.

**Sensory issues:** Some pupils can be over- or under-sensitive to any of their senses. This is often referred to in the literature as hyper (over) or hypo (under) sensitivity.

**Social understanding:** Not all pupils have the same understanding of social rules. Not all pupils grow up in environments with social rules similar to those in most schools

**Inflexible thinking:** We all adapt to routines and can find them comforting. Some children struggle with changes in routine.

**Recording of Behaviours of Concern**

Where behaviours of concern are an issue, we ensure that the parents are aware of the school’s policy and procedures on recording such behaviours. Parents should understand that the school seeks to record and analyse these behaviours to understand what the triggers are and to put in place a plan to support the pupil to develop more socially acceptable behaviours. Parents should be assured that they will be fully included in this process. It is important to emphasise that pupils who exhibit behaviours of concern make life difficult for themselves and inhibit social interaction with their class peers.

See Appendix A
**Examples of Behaviours of Concern (not exhaustive):**

* Student with a weapon and intent on using violence
* Physically attacking another or about to
* Throwing furniture or breaking glass close to others
* Putting themselves in danger, running onto a road or trying to self-harm

**When will our school use restraint?**

We will only use restraint when there is a crisis.

**A physical intervention:** is the use of a physical act or restraint to prevent, restrict or subdue the movement of a pupil’s body or part of a pupil’s body.

Examples of physical intervention:

1. Presence
Standing in front of a pupil
2. Touching
Lead, guide, usher, block-door handle Pupil retains a lot of mobility
3. Holding
Pupil’s hand held by one adult but retains a level of mobility
4. Restraint
Completely restrict mobility -2 adults holding legs & arms (Am I using minimum force for the shortest time?)

Restraint:

* 1. Cannot be used in schools except in the case of a crisis where there is a serious risk of imminent physical harm to the pupils concerned/others.
	2. Should not be the first option and if used should be timely, measured and proportionate.
	3. It should be carried out by appropriately trained persons if at all possible.
	4. If used should be documented, reported to the board of management



|  |  |  |
| --- | --- | --- |
|  | **Name** | **Signature** |
| **Principal** | Lorraine Dempsey | Lorraine Dempsey |
| **Chairperson** | Eibhlín Kinsella | Eibhlín Kinsella |

|  |  |
| --- | --- |
| **Date this policy was ratified:** | 19th September 2022 |
| **Date this policy will be reviewed:**  | Annually or earlier if required |

**Appendix 1A: Behaviour of Concern Incident Report / Risk Review**

|  |  |  |  |
| --- | --- | --- | --- |
| **Pupil:** |  | **Date:** |  |
| **Location:** |  | **Time:** |  |

What happened?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

What triggered the incident?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Whom/what was at risk?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PUPIL WELFARE**

List any de-escalation/ positive intervention strategies that you used to diffuse the incident (see over).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you need to use a restrictive practice or physical intervention?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why was this in the best interests of the child? (see over)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How effective was it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Was the child distressed? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How was the child assisted to recover/ repair relationships with staff / other pupils?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can we reduce the risk of this happening again? (Consult with relevant staff/parents)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STAFF WELFARE**

How many staff were needed to manage this incident safely? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Were you or another staff member hurt? (yes/no)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you or another member of staff find this incident distressing? If ‘yes’, rate on a scale of 1-5 (1 = little or no distress, 5 = very distressing)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which other staff were present: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signed:**

**Date:**

**Please review form and ensure all questions are answered before submitting to Principal/DP**

**Review by Principal / Deputy Principal**

Parents notified: Yes/No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Medical intervention needed/sought: Yes/No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signed by Principal or Deputy Principal:**

**Dated:**

**GUIDANCE NOTES on filling in Behaviour of Concern Incident Report / Risk Review**

There are three main reasons for filling out incident forms following a behavioural incident:

1. To provide a clear, factual account of what happened.
2. To reduce the risk of the incident occurring again.
3. To provide information for Positive Handling Plans and Behavior Support Plans.

An incident form should be filled in following serious behavioural incidents but not during the reflection and recovery process for pupils or staff. If SNAs only are present during an incident it is good practice to fill the incident form out with the class teacher so that s/he is fully aware of to the incident. An element of professional judgment may be required to decide whether or not an incident merits the filling in of an incident form. It is better to err on the side of caution and fill out the form. If in doubt consult with the Principal or Deputy Principal.

The following are examples of incidents that require reporting:

* ‘Near miss’ – the situation had the potential to be a risk to safety.
* Someone received an injury from a kick, bite, thrown item, etc.
* A restraint/force was used.
* Liberty was restricted
* A pupil became significantly emotionally distressed.

A good incident form describes the incident briefly, factually and honestly, identifies triggers (if known), suggests risk reduction measures and takes account of the welfare of both pupils and staff. Judgmental, ‘blaming’ language should be avoided. Examples are provided in the appendix below.

The information is reviewed by the Principal and/or Deputy who will check on the welfare of all involved and discuss/implement risk reduction measures if applicable.

It is good practice to inform parents of incidents but the incident forms may not be given to parents without the consent of the Principal. This is necessary because the incident report may contain information relating to other pupils or staff and may need to be redacted.

**1. Helpful phrases for ‘What happened?’** Asked for assistance - drew towards - eased away - encouraged - guided – used a help hug - led pupil to the support room/yard/sensory room where s/he could be monitored/observed - moved child away from the area of the incident – (see paragraph 3 below) used physical prompt - used visuals/schedules/timetables - reassured - secured the door - supported - talked pupil down - withdrew other pupils – cleared the area of items that could be thrown – moved other pupils away from danger – asked for help – cleared the area of other pupils – sent for a senior member of staff – asked other staff to withdraw from the area – withdrew myself to a safe distance – kept an eye out for members of the public who might be at risk – prevent emotional/psychological distress to other pupils.

**2. De-escalation techniques to try:** Move away: reduce requests; redirect to schedule; sensory/movement breaks; calm stance/voice; calming scripts; change of staff; 1:1 close to pupil; 1:1 supervision from afar; time out of class; distraction/diversion; facial expression; first/ then; humour; negotiate; offer choice; outline consequences; outline limits/ boundaries, positive reminders; planned ignoring; removal to support room using friendly hold (pupil comes willingly); reassure; short tasks only; time given to process; use of reward; verbal support/prompts; praise.

**3. Helpful phrases for ‘How was this in the best interests of the Pupil.** Maintain dignity of the pupil - prevent negative social outcome for pupil - prevent distress - prevent pain – reduce risk of injury - reduce possibility of - unsafe situation for - welfare of pupil(s)/staff - prevent emotional/psychological distress.