

Scoil Réalta na Maidine

Code of Behaviour and Discipline

In compliance with Section 23 of the Education Welfare Act 2000, the Board of Management of Scoil Réalta na Maidine has prepared and made available a Code of Behaviour and Discipline for its Pupils, Staff and Parents.

This Code of Behaviour is based on the positive aspects of behaviour rather than on punishments or sanctions, although these are included in the appropriate section of our policy. Positive rules for behaviour in class and around the school are learned by pupils at the beginning of each school year. Staff members have engaged in Incredible Years training and use the principles outlined in this programme to encourage positive relationships and to encourage good behaviour.

Introduction

Our vision is that of a caring, loving Catholic school where all children, whatever their ability, race or creed are cherished and respected equally for their uniqueness. The ethos of our school recognises the importance of a sense of community within the school and the existence of a high level of co-operation among teachers, ancillary staff, pupils, parents and the Board of Management and where everything we do is based on mutual respect.

Aims

The aims of the Code of Behaviour and Discipline are to:

- Allow for the smooth and harmonious running of the school
- Promote the safety and happiness of all children and staff in the school.
- Facilitate the development and education of all the children.
- Promote good behaviour and self-discipline among the children.
- Promote equality and fairness among all.
- Enhance the learning environment of the school by promoting a sense of mutual respect among all members of the school community.
- Increase the co-operation between home and school.
- Ensure consistency in the application of rules and sanctions.
- Outline the structure of fair and agreed sanctions that will be available to teachers in response to negative behaviour.

Code of Behaviour

Rather than listing all the possible behaviours that might be unacceptable there are instead clear definitions of the differing roles and expectations of the people involved in the everyday life of the school.

Expectations of Pupils

The school expects that pupils will:

- Attend school regularly and not miss days without good reason.
- Arrive on time.
- Not leave during the day without permission.
- Respect all school property.
- Wear the school uniform.
- Show respect for yourself and others.
- Avoid swearing, fighting or name calling.
- Listen to messages given and do as requested.
- Move quietly around the school and avoid causing disturbance.
- Keep the school tidy and litter-free.

Teachers expect that pupils will:

- Show him/her courtesy and respect.
- Accept his/her authority and responsibility and his/her right to teach and impose sanctions on those who behave badly.
- Come to school on time and have all the necessary materials.
- Listen when others are talking.
- Avoid distracting behaviour.
- Participate in all class activities.
- Follow the rules drawn up by pupils' class and school.

Fellow students expect that pupils will:

- Not bully them (Anti-Bullying Policy).
- Show acceptance and respect their differing personalities.
- Respect their property.
- Listen to them and acknowledge them.
- Share equipment and resources with them.
- Allow them to be part of the group.
- Speak to them with courtesy and respect.

Expectations of Scoil Réalta na Maidine

Pupils expect that school will be:

- Safe.
- Happy.
- Suited to their learning style.
- Encouraging and supportive.
- Affirmation of pupils of all abilities.
- Able to deal with bullying and supportive of victims.

Parents/guardians expect that there will be:

- A safe and happy environment for their child.
- Recognition and provision for the individual differences of pupils.

- Support for children who need it.
- Fairness and consistency in the way children are dealt with.
- An atmosphere of support and inclusion rather than criticism.
- Contact at an early stage to inform them of any problems.
- A willingness to listen to their viewpoint.
- Suggestions and support about problems in school.

Teachers expect that there will be:

- Mutual support and encouragement.
- Co-operation to achieve the school's aims and objectives.
- A fair and consistent implementation of the school's discipline policy.
- A consistent approach to managing behaviour.
- An atmosphere that encourages professional development and a willingness to learn and change.

Expectations of Parents/Guardians

The school expects that you will:

- Be aware of the various policies and codes of the school and the expectation of pupils (See www.scoilrealta.ie).
- Show support for teachers in their implementation of the school's Behaviour Policy.
- Support your child in his school work.
- Check and sign homework.
- Ensure the punctuality and regular attendance of your child.
- Ensure he has the necessary materials and uniform.
- Ensure that he has a substantial, healthy lunch.
- Ensure your child has a positive attitude to and abides by the school and class rules.
- Never undermine the authority of the school or teachers.
- Promote respect for teachers and other school personnel.
- Give a contact number where you can be reached in an emergency.
- Be available to discuss a problem.
- Make an appointment to discuss any concerns.

Your child expects that you will:

- Look after his basic needs.
- Be interested in, support, praise and encourage his work in school.
- Be interested in, support, praise, encourage and check his homework.

School Rules

The rules outlined in this policy provide clear guidelines for members of our school community. The School Rules are on display throughout the school in a language that pupils understand.

WALK	Red	Safety
BE NICE	Green	Respect
TELL THE TRUTH	Yellow	Communication

WORK HARD	Blue	Learning
UNIFORM	Green	Respect

Rewards

Rewarding good behaviour is a very important part of our Code of Behaviour and Discipline. The following strategies may be used to reward good behaviour:

- Dalta na seachtaine.
- Positive notes home.
- Praise (in public/private).
- Certificate. · Homework pass.
- Class reward (e.g. extra time in yard).
- Mention at Assembly.
- Golden Time.

Restorative Practices

An important part of our school approach to behaviour is the concept of ‘Restorative Practices’. See Restorative Practices Policy.

Sanctions

Sanctions are used in a corrective way and are intended to help the child to change and improve his behavioural patterns.

Disciplinary Actions and Sanctions to deal with Misdemeanours:

The degree of misdemeanours, i.e. level 1, 2 or 3, will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours.

Level 1

Level 1 Behaviours

These behaviours are those that interfere with the orderly learning environment of the school classroom and common areas, including the school yard.

Listed below are some examples of the types of Behaviour that are included in Level 1. Please note that this list is not exhaustive.

- Failure to prepare for class, as defined by individual teachers.
- Running in hallways or classrooms.
- Disturbing the work of others. · Disrespectful language, tone or manner.
- Ignoring staff requests.
- Rough play.
- Not wearing uniform.

Level 1 Disciplinary Actions

1. Verbal reprimand.
2. Removal from group (time out).
3. Referral to another classroom.
4. Note/line to be signed by parents/guardians.
5. Extra work/detention during lunch time.
6. Verbal communication with parents/guardians.

Level 1 Supportive Interventions

1. Classroom based interventions.
2. Discussion with the pupil.
3. Communication with parents/guardians.

A record is kept of regular instances of misdemeanour.

Following 5 instances the teacher will contact parents/guardians of the child to discuss behaviour. Teachers communicate with parents sooner rather than later.

- Following this if the child continues with misdemeanours the pupil is sent to Principal/Deputy Principal.
- Principal/Deputy Principal meets parents/guardians concerning behaviour.

Level 2

Level 2 Behaviours

These behaviours are those that seriously interfere with the orderly environment of the school and are potentially dangerous to the safety of students and staff.

Listed below are some of the types of behaviour that are included in Level 2. Please note that the list is not exhaustive.

- Repeated instances of Level 1 behaviour which have not been modified by intervention.
- Behaviour which is dangerous to self or others (e.g. pushing or hitting).
- Intentionally damaging school or personal property.
- Stealing.
- Derogatory reference to another person's race, gender, religion, physical condition, disability or ethnic origin.
- Possession or use of dangerous toys or sporting equipment.

Level 2 Disciplinary Actions

1. In school supervised detention.
2. A record is kept of all serious misdemeanours. The supervising teacher completes an Incident Report. In certain instances, it deemed appropriate, pupils involved write a report on the incident. Copies of all reports are kept by the class teacher and the Principal.
3. Pupils may be removed from activity if endangering self or others.

4. Pupil is sent to Principal/Deputy Principal.
5. Principal/Deputy Principal contacts parents/guardians.
6. Suspension procedures may follow if deemed necessary by the school.

Level 2 Supportive Interventions

1. Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal.
2. Request for assistance from external agencies such as N.E.P.S., N.C.S.E., C.A.M.H.S.
3. Referral for psychological assessment (with parental/guardian consent).

Level 3

Level 3 Behaviours

These behaviours endanger the immediate health, safety and personal well-being of the pupils and staff of the school. They represent a direct threat to the orderly operation of the school. Situations which involve illegal activity may result in contact with an Garda Síochána after parents/guardians have been informed.

Listed below are some of the types of behaviour that are included in Level 3. Please note that this list is not exhaustive.

1. Repeated instances of Level 2 behaviour which have not been modified by intervention.
2. Deliberately vandalizing school property.
3. Aggressive, threatening or violent behaviour towards a teacher or pupil.
4. Bringing alcohol, drugs, cigarettes or matches to school, possession of weapons.

Level 3 Disciplinary Actions

1. Principal/Deputy Principal contacts parents/guardians.
2. A record is kept of all serious misdemeanours. The supervising teacher completes an Incident Report. In certain instances, if deemed appropriate, pupils involved write a report on the incident. Copies of all reports are kept by the class teacher and the Principal.
3. Suspension or expulsion may be considered.

Level 3 Supportive Interventions

1. Team conference to include classroom teacher, other involved staff, Deputy Principal or Principal.
2. Request for assistance from outside agencies such as N.E.P.S., N.C.S.E., C.A.M.H.S.
3. Referral for psychological assessment.

Behaviours of Concern

The definition, rationale, examples, interventions and responses to Behaviours of concern are outlined in Appendix 1.

Procedures for Suspensions

Definition of suspension:

‘requiring a student to absent himself from the school for a specified limited period of school days’ (Developing a Code of Behaviour Guidelines for Schools N.E.W.B.)

Authority to Suspend

The Board of Management of Scoil Réalta na Maidine has formally and in writing delegated the authority to impose an ‘immediate suspension’ to the Principal Teacher. An immediate suspension may be for a period of one to three days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board of Management the suspension may be for a longer period but in any event will not exceed 5 school days.

Furthermore the Board of Management has formally and in writing designated to the Principal Teacher the authority to impose an ‘automatic suspension’ for named behaviours outlined in this policy. An automatic suspension may be for a period of one to three days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board of Management the suspension may be for a longer period of time but in any event will not exceed 5 school days.

The Board of Management retains its authority to suspend in all other cases/circumstances.

Immediate Suspension and Automatic Suspension

An immediate suspension will be deemed to be necessary where after a preliminary investigation the Principal reaches the determination that the continued presence of the pupil in the school at the time would represent a serious threat to the safety and wellbeing of the pupil, other pupils or staff of the school. An immediate suspension may be for a period of one to three school days depending on the severity of the specific behaviour. In exceptional circumstances and with the approval of the Chairperson of the Board of Management the suspension may be for a longer period but in any event will not exceed 5 school days.

An automatic suspension is a suspension imposed for named behaviours. The Board of Management of Scoil Réalta na Maidine, having given due consideration for its duty of care as prescribed by Health & Safety Legislation, has determined that the following named behaviours will incur automatic suspension as a sanction:

- Physical assault/violence resulting in bodily harm to a pupil or member of staff.
- Physical violence resulting in serious damage to school property.
- Leaving the school without permission during the school day.

An automatic suspension may be for a period of one to three days depending on the severity of the specific behaviour, in exceptional circumstances and with the approval of the Board of Management the suspension may be for a longer period but in any event will not exceed 10 school days.

Parents/guardians will be informed of an immediate or automatic suspension by telephone and arrangements will be made with them for the pupil to be collected. In no circumstances will a pupil be sent home from school prior to his parents/guardians being notified. Formal written notification of the suspension will be issued in due course, but no later than 2 school days after the imposition of the suspension. Such a notification will detail:

- The duration of the suspension and the dates on which the suspension will begin and end.
- The reasons for the suspension.
- Any study programme to be followed.
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parents/guardians.

The Board of Management acknowledges that the decision to impose either an automatic or immediate suspension does not remove the duty to follow due process and fair procedures. In this regard, and following a formal investigation to be completed no later than 2 school days after the incident, the Principal will invite the pupil and his parents/guardians to discuss

- The circumstances surrounding the suspension.
- Interventions to prevent a reoccurrence of such conduct.

The Board of Management of Scoil Réalta na Maidine acknowledges the fundamental importance of impartiality in the investigation process. In this regard the following undertaking is given:

No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure.

Procedures in regard to Other Suspensions

In cases other than those of immediate or automatic suspension the following procedures will apply:

Where a preliminary assessment of the fact confirms serious misbehaviour that could warrant suspension, the Board of Management of Scoil Réalta na Maidine will initiate a formal investigation of the matter.

The following procedures will be observed:

A written letter containing the following information will be issued to parents/guardians.

1. Details of the alleged misbehaviour, details of the impending investigation process and notification that the allegation could result in suspension.
2. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parents/guardians are provided with an opportunity to respond before a decision is made or sanction is imposed.

The Board of Management of Scoil Réalta na Maidine acknowledges the fundamental importance of impartiality in the investigation and decision making process. In this regard the following undertakings are given:

1. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision making process.
2. The person/persons involved in the investigation process will, on presentation of a full report of the facts, absent himself/herself/themselves from the decision making process.

Where a decision to suspend has been made the Chairperson of the Board of Management will provide written notification to the parents/guardians and the pupil of the decision. The letter will confirm:

- The duration of the suspension and the dates on which the suspension will begin and end.
- The reason for the suspension.
- Any study programme to be followed.
- The arrangements for returning to school, including any commitments to be entered into by the pupil and the parents/guardians.
- The provision for an appeal to the Board of Management.

Where a suspension brings the total number of days for which the pupil has been suspended in the current school year to twenty days the parents/guardians will be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 of the Education Act 1998 and will provide the information on the submission of such an appeal.

Expulsion

Definition of Expulsion

A student is expelled from a school when a Board of Management makes a decision to permanently exclude him from the school, having complied with the provisions of Section 24 of the Education Welfare Act 2000.

Authority to Expel

The authority to expel a pupil is reserved by the Board of Management.

Procedures in Respect of Expulsion

Where a preliminary assessment of the facts confirms serious misbehaviour that could warrant expulsion the following procedures will apply:

A detailed investigation will be carried out under the direction of the Principal or a nominee of the Board of Management.

As part of the investigation a written letter containing the following information will issue to the parents/guardians:

1. Details of the alleged misbehaviour, details of the impending investigation process and notification that the allegation could result in expulsion.

2. An invitation to a meeting, to be scheduled no later than 5 school days from the date of the letter, where parents/guardians are provided with an opportunity to respond.

Where the Principal or Board nominee forms a view, based on the investigation of the alleged misbehaviour, that expulsion may be warranted, the Principal or nominee makes a recommendation to the Board of Management to consider expulsion.

In this event the Principal or nominee will:

1. Inform the parents/guardians that the Board of Management is being asked to consider expulsion.
2. Ensure that the parents/guardians have records of the allegations against the student, the investigation and written notice of the grounds on which the Board of Management is being asked to consider expulsion.
3. Provide the Board of Management with the same comprehensive records as are given to the parents/guardians.

Consideration by the Board of Management of the Principal's or Nominee's Recommendations and the Holding of a Hearing

Having considered the report, the Board of Management decides to consider the principal or nominees recommendation for expelling a student a hearing will be scheduled.

The parents/guardians will be notified in writing:

1. As to the date, location and time of the hearing.
2. Of their right to make a written and oral submission to the Board of Management.
3. That they may if they so choose be accompanied at the hearing.

The Board of Management undertakes that the timing of such written notification will ensure that the parents/guardians have enough notice to allow them to prepare for the hearing.

In respect of the expulsion hearing the Board of Management gives an undertaking that:

1. The meeting will be properly conducted in accordance with Board procedures.
2. The Principal/nominee and the parents/guardians will present their case to the Board in each other's presence.
3. Each party will be given the opportunity to directly question the evidence of the other party.
4. The parents/guardians may make their case for a lesser sanction if they so choose.

The Board of Management Deliberations and Actions following the Hearing

Where the Board of Management having considered all the facts of the case, is of the opinion that the pupil should be expelled the Board:

1. Will notify the Educational Welfare Officer in writing by registered post of its opinion, and the reasons for this opinion.

2. Will not expel the student before the passage of 20 school days from the date on which the Educational Welfare Officer receives this written notification.
3. Will in writing notify the parents/ guardians of their decision and inform them that the Educational Welfare Officer is being contacted.
4. Will be represented at the consultation to be organised by the Educational Welfare Officer.
5. Will suspend the student if it is deemed likely that the continued presence of the student during this time will seriously disrupt the learning of others, or represent a threat to the safety of other pupils or staff.

Confirmation of the Decision to Expel

Where the 20 day period following the 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 in writing that the expulsion will now proceed. They will also be informed of their right to appeal to the Secretary General of the Department of Education and Skills under Section 29 of the Education Act 1998 and will be provided with the information on the submission of such an appeal.

The Board of Management of Scoil Réalta na Maidine acknowledges the fundamental importance of impartiality in the investigation and decision-making process. In this regard the following undertakings are given:

1. No person with a vested interest or personal involvement in the matter will be involved in the organisation or implementation of the investigation procedure, nor will such a person be involved in the decision making process.
2. The persons involved in the investigation process will on presentation of a full report of the facts absent themselves from the decision making process.

Notification of a Child's Absence from School

Parents/guardians should adhere to the following procedures when notifying the school of a pupil's absence:

- The school should be notified of the absence on the first day the pupil returns to school.
- The reason for the absence should be notified to the class teacher.
- The absence should be notified in writing by email, letter or using the school journal. A phone call is not sufficient.
- Details pertaining to the absence, such as duration and reason, should be provided.
- Significant absences caused by ill-health should be certified (i.e. absences longer than 10 days).

The school will inform the Educational Welfare Officer in writing where a child is suspended or expelled for 6 days or more, where the child has missed 20 days or more in a school year, where attendance is irregular and when the pupil is removed from the school register.

Records

A standardised record system will be used to track an individual pupil's behaviour. Such records will contain:

- Incidents of misbehaviour.
- Interventions used to improve behaviour, including contact with parents/guardians or referral to other agencies.
- Evidence of improved behaviour.
- Any sanctions imposed and the reasons they were imposed.

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

All records will be kept in accordance with the Data Protection Acts 1998 to 2018 and the EU General Data Personal Regulation (GDPR).

Success Criteria (by which the Policy will be judged)

- Atmosphere of discipline within the school.
- Children are aware of school rules.
- Staff apply school rules.
- Growth in self-discipline.
- Co-operation between parents, teachers and pupils in maintaining the code.
- Comments or compliments on behaviour.
- Children working to the best of their ability.
- Class working to the best of their ability.
- Improvements in behaviour.

Monitoring and Review

Each staff member is responsible for the implementation of the Code of Behaviour and Discipline and Anti-Bullying Policies. Within the classroom the teacher monitors his/her class. Teachers consider themselves responsible for the behaviour of children within sight or sound of them and respond to any instance of unacceptable behaviour. The Principal is responsible for monitoring and reviewing policy at staff level on an annual basis and reports any review the staff deem necessary to the Board of Management.

The Board of Management of Scoil Réalta na Maidine has ultimate responsibility for discipline in the school under its management and a duty to ensure that a fair code of discipline applies therein. The Board of Management will ensure the Code of Behaviour and Discipline and The Anti-Bullying Policy is reviewed yearly or more often if need arises.

In registering children in Scoil Réalta na Maidine parents are expected to support teachers in following the policies and procedures of the school. A copy of all policies and procedures is available for view by all parents.

This policy was ratified by the Board of Management of Scoil Réalta na Maidine.

Signed: _____
Chairperson, Board of Management

Signed: _____
Principal

Date: _____

Date: _____

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The contents of this policy have been approved by St Senan's Education office, acting on behalf of the Patron.

Appendix 1

BEHAVIOURS OF CONCERN 2023

School: Scoil Réalta na Maidine

Roll No: 198460

Principal: Mr Kieran Quirke

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

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

Code of Behaviour

Our school Code of Behaviour aims to positively support students in the first instance but reserves the right to impose sanctions particularly when the health and safety of students 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 students may be at risk and the control measures that our school puts in place to address such concerns.

Health and Safety Statement

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

Training

Date	Course	Facilitator	Received by
16 December 2022	Challenging Behaviour Individual Inservice	NCSE Emma Sweeney	Ms Fitzgerald Mrs Flaherty Alice (SNA)
25 January 2023	Managing Behaviours of Concern	David Ruddy Mason, Hayes & Curran	Whole Staff
25 January 2023	Reporting Behaviours of Concern	Siobhan Allen Mason, Hayes & Curran	Whole Staff
6 March 2023	Trauma Informed Practice / Emotion Coaching in School	Lucy Mannion TINT Education	Whole Staff

How we react to a Behaviour of Concern Incident?

Make sure everyone is safe.

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.

- Túsła
- CAMHS: Children and Adolescent Mental Health Service
- Department of Education
- Education Welfare Officer: (Attached to EWS)
- Education Welfare Service (Now part of Túsła)
- Gardaí
- NCSE National Council for Special Education

- National Educational Psychological Service (NEPS)
- Special Schools National Behaviour Support Service (SESS now part of NCSE)
- Special Education Needs Organiser (member of NCSE staff)

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: Students may become anxious for a myriad of reasons. Worries about friendships, home situations etc. can be overwhelming for a student, 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 students.

Sensory issues: Some students 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 students have the same understanding of social rules. Not all students grow up in environments with social rules like those in most schools.

Inflexible thinking: We all adapt to routines and can find them comforting. Some students 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 student 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 students 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 student's body or part of a student's body.

Examples of physical intervention:

(1) Presence

Standing in front of a student

(2) Touching

Lead, guide, usher, block-door handle
Student retains a lot of mobility

(3) Holding

Student's hand held by one adult but retains a level of mobility

(4) Restrain 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 possible

(4) If used should be documented, reported to the board of management

	Name	Signature
Principal		
Chairperson		

Date this Policy will be reviewed	
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Date ratified by the Board of Management	
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Appendix A: Behaviour of Concern Incident Report / Risk Review

Student: Location: _____

Date: Time: _____

What happened? _____

What triggered the incident? _____

Whom/what was at risk? _____

Student 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 student? (See over) _____

How effective was it? _____

Was the student distressed? _____

How was the student assisted to recover/repair relationships with staff / other students? _____

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

Yes / No

STAFF WELFARE

How many staff were
Needed to manage this
incident safely?

Were you or another staff
member hurt?

Describe:

Did you or another member
of staff find this incident
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 Behaviour Support Plans.

An incident form should be filled in following serious behavioural incidents but not during the reflection and recovery process for students 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 the incident. An element of professional judgment may be required to decide whether 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’s – 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 student 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 students and staff. Judgmental, ‘blaming’ language should be avoided. Examples are provided 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 students 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 student to the support room/yard/sensory room where he could be monitored/observed - moved student away from the area of the incident – (see paragraph 3 below) - used physical prompt - used visuals/schedules/timetables - reassured - secured the door - supported - talked student down - withdrew other students – cleared the area of items that could be thrown – moved other students away from danger – asked for help – cleared the area of other students – 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 students.

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

student; 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 Student. Maintain dignity of the student - prevent negative social outcome for student - prevent distress - prevent pain – reduce risk of injury - reduce possibility of - unsafe situation for - welfare of students(s)/staff – prevent emotional/psychological distress.