**SCOIL NA CORÓINE MHUIRE**

****

**CODE OF BEHAVIOUR**

***Mol an óige agus tiocfaidh sí***

**INTRODUCTORY STATEMENT**

This policy is a collaboration between the Staff, Parents, Children and Board of Management of Scoil Na Coróine Mhuire, Ashford, Co. Wicklow. It is reviewed regularly and is the 2022 review.

# **RATIONALE**

Scoil Na Coróine Mhuire decided to review its Code of Behaviour at this time because

* The existing policy is due for review and amendment
* It is a requirement of the Education (Welfare) Act, 2000 and the aforementioned guidelines.

# **RELATIONSHIP TO CHARACTERISTIC 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. It is on the school website and available to all on request. This Code is signed off by Parents on enrolment to Junior Infants*.* 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. This review is considering that the school is coming out of Covid lockdowns, has established an Autism Class, has welcomed the arrival of refugees to Rathmore Emergency Provision Centre and Ukrainian refugees. 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

# **AIMS**

* To develop positive relationships between all members of the school community through Restorative Practice.
* To assist parents and pupils in understanding the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures.
* To enhance the learning environment where children can make progress in all aspects of their development.
* To create an atmosphere of respect, tolerance and consideration for others.
* To ensure the safety and well-being of all members of the school community.
* To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences.
* To ensure that the system of rules, rewards, and sanctions are implemented in a fair, consistent manner taking into account any neurological differences.
* To allow the school to function in an orderly and harmonious way.

**GUIDELINES**

* A strong sense of community and co-operation is required from staff, pupils and parents to implement the code.
* There is recognition of the variety of differences that exist between children and the need to accommodate these differences, with reference to the safety and due consideration of others in the immediate environment.

**GENERAL GUIDELINES FOR BEHAVIOUR**

* Each child must be well behaved and show consideration for other children and adults.
* Each child must show respect for the property of the school, other children’s belongings and their own belongings.
* Each child is expected to do his best both in school and for homework
* Phones, smartwatches or otherwise and/or any type of recording devices must not be brought to school. Permission may be given to bring phones to school in specific circumstances e.g. translation apps to aid EAL communication . (see Mobile Phone policy)

**ATTENDANCE**

Each child must attend school on a regular basis and to be punctual. When a child is absent, parents are expected to send a note on Aladdin to the class teacher giving reasons for the child’s absence. If a child is absent for 20 days the school is obliged to inform the NEWB. In the event of a child missing 20 days from school parents will be informed of this in writing.

**STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR THROUGHOUT THE SCHOOL AND CLASSROOM**

All staff share our school ethos, which emphasises care, respect and responsibility and will display a shared understanding of the Code of Behaviour to promote consistency in its implementation. We will adhere to the following strategies:

* Developing clear and simple classroom rules in discussion with the children. Each class will draw up rules stated in terms of observable behaviours. Staff treat pupils with respect and build up positive relationships with them.
* Children are aware that misbehaviour and failure to adhere to school and class rules will incur consequences.
* Behavioural problems are noticed and dealt with as soon as possible.
* We acknowledge positive behaviour through the use of a note in the homework journal or Aladdin, by praising/commending children on their behaviour and by rewarding them. Class reward systems such as the Class DOJO are often utilised to promote positive behaviour at a class level. Rewards include stars, certificates, stickers, homework passes, and class rewards such as extra break/golden time and chess/board games.
* Staff will consult with parents where necessary/beneficial.
* We regularly have school assemblies where success and exemplary behaviour is acknowledged, rewarded and celebrated.
* Teachers ensure that the class timetable is as varied as possible and present a balanced educational programme for the pupils.
* Social Personal and Health Education (S.P.H.E.) is used as a structure within which to address the teaching of social skills.

**SCHOOL EXPECTATIONS FOR PUPILS**

The following outline of procedures for the classroom, yard and school environment set a positive atmosphere in relation to pupil learning, behaviour and achievement. There is a greater emphasis on rewards rather than sanctions.

**Mornings:**

* Pupils should be in school by 9.20am at the latest. Students who are late will have the time recorded on Aladdin and their parents will be notified if repeatedly late for class.
* Students should enter the school ground through the designated pathways and not through the front gate.
* The school uniform consists of a sky blue polo shirt, a navy jumper/sweat shirt and a navy trousers/skirt. On PE days a navy tracksuit should be worn with runners. Please ensure the track suit bottoms are plain navy and not branded. All parts of uniform should be clearly marked with child’s name.
* If a pupil cycles or scoots to school, the bicycle should be locked, and parked in the bike shelter. Bikes should not be left overnight. Pupils may not cycle within the school grounds. No pupil may touch a bicycle belonging to another child. Helmets should be worn by all cyclists.
* Supervision begins at 9.10am at which time the school gates will be opened. Students on the premises before this time are not supervised and therefore uninsured. On entering all students assemble in their lines on the pitch. If it is raining the children will go directly to their classroom. However when weather is deemed particularly inclement and reasonable supervision is place students may be allowed into the school ahead of the normal 9.10am opening but must go to the hall.

**At Break Times:**

* Children are encouraged to play games, such as football, when on the grass.
* Rough play, swinging off basketball hoops, gymnastics of any kind and climbing walls, trees and fences is not allowed.
* Each class should play in their own area of the school yard and should never play on the grass

banks/steps/ramps/kerbs.

* Children are encouraged to tell the teacher/ supervisor/ in the yard if they feel they are being bullied. (See Anti Bullying Policy)
* As part of the Active Schools programme Playground Leaders will be trained in coordinating yard activities in a more junior class. These children do not have authority to sort out conflicts.
* Healthy lunches are promoted within the school. Chewing gum, crisps and fizzy drinks are not allowed at any time.
* Pupils may not leave the school grounds for any reason without permission.
* Teachers will collect the children from their lines, after break.
* Scoil Na Coróine Mhuire is a Green School. Children are expected to keep their classrooms/school clean and tidy and are encouraged to minimise wrappings they bring to school & bring home any waste and/or put waste in appropriate bins in school.
* Name calling or bad language is not allowed in the school.
* Pupils must not damage school property.
* When children are playing on the yard physical contact (e.g. pushing, pulling, slide tackling, kicking) is not allowed. Pupils are advised to go to the teacher/ supervisor on yard if there is a problem. This should be done at the earliest possible opportunity to allow the supervisor to assess emotions, injuries and the environment.
* Those who are found to be in breach of these rules will be asked to go to a designated area for a period of time (depending on age and type of behaviour). Class teacher will then be notified.
* When on the yard pupils are allowed to engage in many playful activities including running. However, from time to time incidental environmental issues and certain weather conditions may deem it necessary to restrict running in certain areas to allow the school to manage safety.

**Toilets:**

* Pupils must use toilet paper or toilet soap in an appropriate manner.
* Pupils are encouraged to wash their hands after going to the toilet.
* Pupils will only use designated toilets. Classroom toilets are gender specific but lunchtime toilets are universal
* At breaktime students must seek permission from the supervising teacher to use the toilet and should use only the designated toilets. All children on the pitch use Lower Church prefab. All infants use Room A in the lower building. On a damp day all children on the yard adjacent to the lower church prefab use these toilets. If there’s a delay at these toilets then a child may ask Reception for permission to use the toilets on this corridor and report back once returning to yard. Toilet monitors are placed at each door and children record entering and leaving the building.

**In Class:**

* Each child is expected to have all of the text books and equipment necessary for his/her particular class.
* Each child must do his/her homework in a neat and tidy manner and must bring in a note from parents to his/her teacher if homework is not done.
* Children must treat all staff members and visitors with respect.
* All classes should participate in the development of their class rules and agree to keep them.
* Homework missed should be completed at the teacher’s discretion (activity time etc. but NOT during lunchtime) or the following night.
* Ill students will be sent home where possible and will be supervised outside Jenny’s office during breaks.

**Substance Use (**See Substance Use Policy)

Children must not bring illegal drugs, cigarettes etc. to school.

**Outside of the school:** (When accompanied by teacher(s))

* The standards expected in the Code of Behaviour apply in any situation where pupils are still the responsibility of the school. These include school trips, going to and from the church, fieldtrips and games after school.
* Children must cross the road only at the direction of the teacher/adult or parent who is with them on the school trip and use pedestrian crossings where available.

**Going Home:**

* Pupils must leave the school in an orderly fashion at all times.
* If a pupil has to leave early, a note should be sent on Aladdin to the office and to the class

teacher. Children leaving school early will be collected from the church gate by a parent/guardian or adult nominated by them (by note on Aladdin).

* A sign in/sign out system is employed if leaving early and/or returning to school.

**LADDER OF REFERRAL**

Should an issue arise, parents are encouraged to contact the school at the first point of contact on the ‘ladder of referral’ (the class teacher). Only if the issue is not resolved should principal/others be contacted.

Step 1. Class Teacher

Step 2 Principal/ Deputy Principal

Step 3 Board of Management

Parents should NEVER deal with other pupils involved in an incident directly but contact the class teacher.

Social Media is not an acceptable forum for voicing issues or concerns.

**STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

The degree of misbehaviour (i.e. minor serious or gross) will be decided by the teachers on the basis of their professional judgement and based on a common sense approach with regard to the gravity/frequency of the misbehaviour. These decisions will take into account the age/ stage of development of the children as well as outside influences.

**EXAMPLES OF MINOR MISBEHAVIOUR**

* Interrupting class work (e.g. walking around the classroom without permission; talking at an inappropriate time; making noise; fiddling; eating at the wrong time)
* Running in school building.
* Leaving litter around school.
* Being discourteous/unmannerly.
* Not completing homework without good reason

**PROCEDURES FOR DEALING WITH MINOR MISBEHAVIOUR**

Good relationships need to be at the heart of everything in school if effective teaching and learning are to take place.

This school engages in Restorative practice which means:

Everyone affected by bad behaviour/ a wrongdoing/a conflict has the opportunity to:

• Talk about what happened

• Explain how they have been affected

• Describe how they are feeling about what happened

• Say what they think has to happen to sort things out and to reach a resolution

When incidents do occur the supervising teacher/ supervisor uses the following questions to help resolve the issue.

* + What happened?
  + What were you thinking then/since?
  + Who could have been affected by what you did, and how?
  + What could you have done differently?
  + What needs to happen now to make things right?

Children who may have difficulty communicating through English may be allowed use translation apps

In order to deal with minor misbehaviours the following outcomes may be appropriate:

* Child moved to somewhere else in the classroom or required to work away from others
* . Parents/guardians informed generally by a note in homework diary, Aladdin notice or phone call
* Loss of Privileges
* Behaviour noted in pupil’s annual report/ P/T meetings
* Parents requested to meet class teacher in pre-arranged meetings
* Referral to/ send for Principal (Deputy Principal or member of the child’s IBP Team) when unavailable) as appropriate.Children being sent to the principal must be accompanied by another student.

Teachers’ will keep a record of continuous minor misbehavior and all incidents of unacceptable behaviours on Aladdin

**EXAMPLES OF SERIOUS MISBEHAVIOUR**

* Constantly disruptive in class.
* Telling lies (Interpreting what is a ‘lie’ will relate to age of the child).
* Stealing – intentional taking of items. (Interpreting ‘stealing’ will relate to age of the child).
* Endangering self / fellow pupils.
* Damage to school / other pupil’s property.
* Throwing things.
* Back answering staff.
* Leaving school premises during school day without appropriate permission.
* Using unacceptable language.
* Bringing weapons to school or using objects as weapons in school.
* Deliberately injuring a fellow pupil / staff member / visitor etc.
* Using a phone, camera or other device to take photographs or videos of other pupils/ teachers without permission. \*See acceptable usage policy
* Bullying (See separate Policy Document)
* Making threats of physical violence to a staff member or fellow pupil.

**RECORDING INCIDENTS OF SERIOUS MISBEHAVIOUR**

Each teacher will record all incidents of serious misbehaviour by pupils. This information will be stored in the pupil’s file and should also be recorded on Aladdin.

#### **STRATEGIES FOR DEALING WITH SERIOUS MISBEHAVIOUR IN CLASS**

* In the case of a serious incident of misbehaviour, providing for ‘time out’ may be useful. (The child goes to a particular place in the classroom designated as the time out or cool down area).
* Exiting a child from the classroom may be necessary where the classroom is significantly disrupted. The pupil will be escorted to a designated teacher(s) classroom e.g. Deputy Principal, neighbouring teacher or principal’s office for a period of time to assist the pupil in getting ready to amend the behaviour so that the pupil may return to his classroom as soon as possible. It will be anticipated that the pupil, on returning to his class, will apologise to those affected by the misbehaviour (pupils and teachers) and resume his/her work without causing further disruption.
* Utilising an Individual Behaviour Plan (see Understanding Behaviour below) may be considered when a child consistently exhibits challenging and disruptive behaviour. A Behaviour Plan will focus on one behaviour at a time and the achievement of the targets will be reinforced positively. It is anticipated that parents will support the plan and encourage the student’s compliance. It is envisaged that the child will be involved in the setting of targets. If a child is entitled to a support teacher on the basis of his/her behavioural needs, the support teacher may set targets in consultation with the child, the class teacher and the parents.

#### **UNDERSTANDING BEHAVIOUR**

The staff at Scoil Na Coróine Mhuire are aware of the factors that affect behaviour. These factors include external and interpersonal factors (such as parent and family patterns and relationships, peer groups/friends and neighbourhood and community factors) and within-person factors (including age and stage of development, personality and temperament, physical and medical characteristics and ability to learn). For pupils who show particularly challenging behaviour, a sustained and systematic response involving the adults in their lives and local/other support services will be provided as appropriate (Guidelines for Schools on Developing a Code of Behaviour – blue book - p50- N.E.W.B.) Primarily we use Restorative Practise but we also use a variety of behaviour plans such as the Incredible Years, the PATHS and the STOP, THINK, programmes to help with serious misbehaviour. These are available in the staff room and on Sharepoint.

**STRATEGIES FOR DEALING WITH CONTINUOUSLY DISRUPTIVE PUPILS/SERIOUS INCIDENTS OF MISBEHAVIOUR**

The staff at Scoil Na Coróine Mhuire 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 escorted 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 manage and change his/her behaviour.

**GROSS MISBEHAVIOUR**

**Examples include:**

* Wilful damage to property;
* Deliberately setting out to do damage e.g. leaving taps/fire extinguisher turned on, aggressive, threatening or violent behaviour towards any staff member/pupil/parent /visitor etc.
* Setting fire to school property;
* Any act of assault against pupils, staff member, visitor, parent etc.

In the event of gross misbehaviour by a pupil the Principal/Chairperson/Board will be notified. The Principal/Board will examine the issues. The Principal/Board may consider sanctions including immediate suspension pending discussion with the parents/guardians (see below).

**PROCEDURES FOR SUSPENSION**

The Board of Management and Staff of Scoil Na Coróine Mhuire 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).

**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;
* 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.
* Where a satisfactory resolution of a problem is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Principal and/or the chairperson of the Board of Management.
* 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.

**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

* A record will be kept in the school by the teacher and principal of all instances of serious misbehaviour by pupils.
* Breaches of behaviour will be recorded in writing by the class teacher and if necessary by the Principal
* Other relevant school policies (e.g. Health & Safety) may be referred to.

**PUPILS WITH SPECIAL NEEDS**

Pupils with special needs will be required to follow the school’s ‘Code of Behaviour’ but teachers will use their professional judgment in relation to regularity and level of sanctions. While teachers must be seen to be fair in the eyes of other children who may have exhibited the same type of misdemeanors, 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 improve 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 incidences 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.

**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 class rooms, 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 12th of December 2022.

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 newsletter and by having a copy of the code sent home for their perusal.

**TIMETABLE FOR REVIEW**

This policy will be reviewed and, if necessary, amended September 2023

**RATIFICATION & COMMUNICATION**

The Board of Management officially ratified this policy in Dec 2022

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

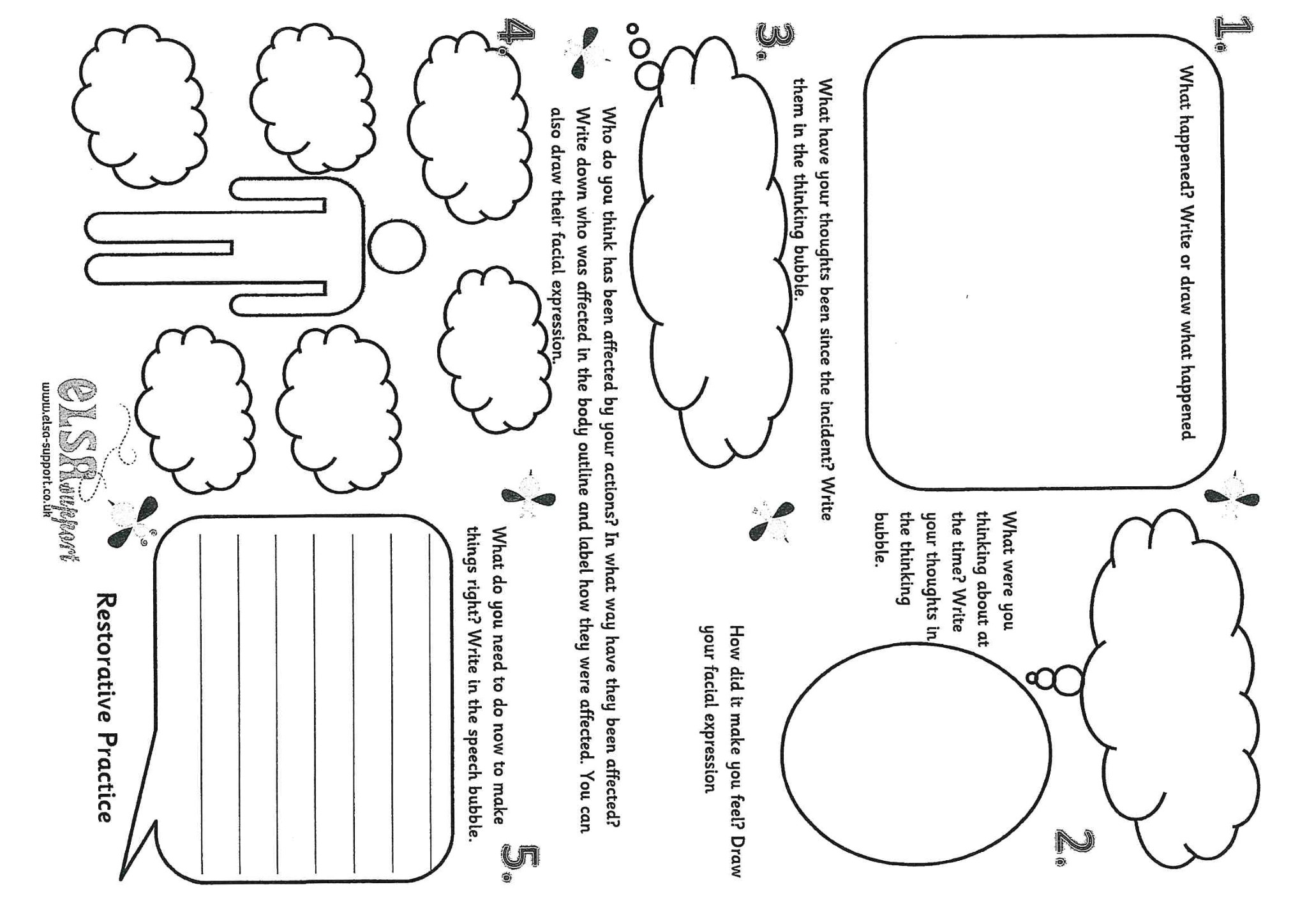
Signed:C:\Users\Conan\Documents\Staff SnaCM\Niall's Signature.JPG Chairperson, Board of Management Date: 5th of December 2022

Signed:  Principal Date: Date: 5th of December 2022

Associated Policies:

* Mobile Phone
* AUP
* Attendance
* Anti-Bullying
* Healthy Eating Guidelines
* Substance Abuse
* Health & Safety

\* Listed below are some sample forms used to manage incidents and/or behaviour

 JUNIOR IBP SAMPLE

**Individual Behaviour Support Plan (IBP)**

|  |  |  |  |
| --- | --- | --- | --- |
| General Pupil Information | | | |
| Name: |  | DOB: |  |
| Class: |  | Diagnosis (if any): |  |
| Other Relevant Information: |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Personnel Involved in this Plan | | | |
| Class Teacher: |  | SET: |  |
| SNA: |  | Principal: |  |
| Parents: |  | Other: |  |

|  |  |
| --- | --- |
| Detailed Pupil Information | |
| *Interests and Likes:* | *Dislikes:* |
|  |  |
| *Strengths:* | *Behaviours of Concern:* |
|  |  |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| Purpose of this plan |
|  |

|  |  |  |
| --- | --- | --- |
| Assessment/ Observation of Behaviour\* | | |
| *Date:* | *Type of Assessment:* | *Result of Assessment:* |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| What is the Function of the Behaviour? | |
| Attention: either positive or negative |  |
| Escape: to get away from something undesirable |  |
| Tangibles: getting a “thing” they desire |  |
| Sensory: access to preferred sensory experiences |  |

|  |  |  |
| --- | --- | --- |
| Targets and Interventions | | |
| *Targets for Behaviour:* | | |
|  | | |
| *Preventative Strategies to be Implemented* | *Who?* | *When?* |
|  |  |  |

|  |  |
| --- | --- |
| Strategies for Managing a Serious Behaviour Incident | |
| *During the incident:* | |
| Do: | Don’t: |
|  |  |
| *Post Incident:* | |
|  | |

|  |
| --- |
| Parental Input |
|  |

|  |  |
| --- | --- |
| Timeframe | |
| Start Date of Plan: |  |
| Review Date of Plan: |  |
| Review Meeting Notes | |
|  | |

|  |  |
| --- | --- |
| Agreement (Signature) of Those Involved: | |
|  | Class Teacher |
|  | SET |
|  | Principal |
|  | SNA |
|  | Parent 1 |
|  | Parent 2 |

\*See page 87 onwards of “[Behaviour, Emotional and Social Difficulties A Continuum of Support](https://assets.gov.ie/40684/97bbea80d96b4057bf3f1f01107c7db4.pdf)” for examples of behaviour observation recording templates

**Scoil na Coróine Mhuire**

**Individual Behaviour Plan**

**NAME: CLASS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date of birth:**  **Date plan starts:** | | **Staff working with the pupil:**  **Date of next review:** | | |
| 1. **Challenging behaviour** | | 1. **Targets**   ***to manage this challenging behavior and a target date*** | | |
| 1. **Strategies for positive behaviour**   ***How we’re going to achieve these targets*** | | 1. **Early warning signs - The flashpoints**   ***Who?***  ***When?***  ***Where?***  ***What?***  ***Why?*** | | |
| 1. **Reactive strategies**   ***on recognising a flashpoint***  ***Immediate:***  ***Follow Up:*** | | 1. **Support after an incident**   ***Follow up support to close off an incident*** | | |
| **Agreement:**  Parent signature  Date | | Staff signature  Date | | |
| **Skills and Talents**  ***These 4 boxes are general as against anything to do with a particular incident*** | | | **Achievements** | |
| **Likes** | | | **Dislikes** | |
| **Log of potential incidents which needed to be managed: *Anytime a child feels they’ve had to implement management strategies it gets logged here and discussed – hopefully this is a reinforcement of some good actions/decisions taken*** | | | | |
| **Date** | **Description of behaviour** | | **Potential Trigger for incident** | **Action taken** |
|  |  | |  |  |
| **IBP evaluation and next steps: *A brief review of the current plan and developing it out*** | | | | |

Pupils with Neurological Differences

We aim to provide a positive non-confrontational teaching and autism friendly learning environment for the pupils and staff in Scoil na Coróine Mhuire taking into account the individual needs of each child as determined by their needs associated with their neurological differences. The following considerations associated with autism and other neurological differences can cause a child to be stressed and may present as misbehaviour.

**These students may have difficulty in the following areas**

* Ability to understand or be understood
* Understanding of social cues / rules.
* Ability to socialise
* Need for structure which takes into account their difficulties with temporal and space concepts.
* Anxiety
* Ability to describe emotions.
* Ability to make needs known – in relation to pain, hunger, illness, heat or other sensations.
* Ability to share.
* Close proximity of others
* Sensory problems associated with noise, touch etc.
* Changing routines – including staff changes, locations.
* Transitions.
* Generalizing i.e. transferring what is learned from one situation to another.
* Physical changes in adolescence.
* Perceiving that they are being deprived of favoured events.
* Need for ritualistic forms of occupation.
* Mental Health Issues.
* Medical issues.
* Dietary / Sleeping Disorders.
* The child’s mode of communication (e.g. Lámh, PECS) not being understood by others.

School staff will aim to work together with parents and other outside bodies in the process of developing behaviours that are appropriate and acceptable in so far as this is possible for these pupils. We aim to evaluate and understand the individual needs of each of these pupils and create a climate through individual education and behaviour support plans that encourage and reinforce good behaviour. Many of these pupils may have difficulties understanding consequences of their behaviour and will need a detailed behaviour support plan (see Appendix  ) relevant to their needs where specific consequences of their unacceptable behaviour will be outlined.

For individual students who understand about consequences the following responses may apply:

1. Use of facial expression
2. Use of firm tone (not shouting)
3. Quiet Time – removal from group under supervision of an adult
4. Give notice of possible consequences of their behaviour i.e., certain amount of chances
5. Where behaviour is aggressive, threatening or violent towards staff and other pupils the parent may be asked by the principal to take the child home for the rest of the day.