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Kilbrittain N.S.

Kilbrittain

Co. Cork.

March 2023

Behaviours of Concern Policy

Introduction & Rationale

This policy stems from Kilbrittain National School's commitment to provide an optimum learning and teaching environment in both our mainstream and our ASD classes.

The policy is designed to ensure the rights of children in the ASD class and the staff who support them, to live and develop in an environment that is positive, respectful, safe and inclusive. Promoting positive behaviour and preventing and managing challenging behaviour is vital to ensuring the safety of all children, staff and families.

As a staff we believe that children have an inherent need for a safe and secure environment. As a school community we will endeavour at all times to model positive behaviour by treating children and adults with respect and dignity and building up positive relationships with pupils.

It is very important to acknowledge that the pupils of Kilbrittain National are generally exceptionally well behaved and this policy implemented only when appropriate.

Definitions of Challenging Behaviour

Challenging behaviour is "behaviour, within the context of the school, which prevents participation in appropriate educational activities; often isolates children from their peers; affects the learning and functioning of other pupils; significantly reduces the opportunities for involvement in ordinary community

activities; makes excessive demands on staff and resources; places the child or others in physical danger” (Harris, Cook and Upton 1996)

General Policy Aims

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

Teachers/SNA's should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed in extreme situations if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance. Staff will have to exercise their own judgement in situations which arise. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. All intervention must be reasonable, appropriate and proportionate in the circumstances.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and well being.

Responsibilities Related to Behaviour Management

Teachers will be responsible for:

- Providing a safe and supportive classroom environment that promotes the educational, social, emotional and behavioural development of all students. This includes communication with the student's parents/guardians as early as possible to discuss concerns, suggest forms of support and encourage feedback.

- Implementing suitable classroom management practices and appropriate intervention strategies for students who are at risk of developing challenging behaviour.
- Behaviour Management Plans will be put in place where needed in consultation with the Parents
- Participating in professional learning that contributes to their skill development and understanding of students with challenging behaviour.
- Documenting all challenging behaviour incidents as they occur.
- Incident reports will be written when needed. Teachers' best judgement will determine if a report is warranted or not.
- Reporting all challenging behaviour and incidents to the principal and parents/ guardians

Parents/Guardians will be responsible for:

- Communicating with the child's teacher or school principal concerns about their child's behaviour.
- Contributing to management plans that concern their child and providing feedback on the results of any interventions.
- Cooperating with interventions and strategies that are proposed by the child's classroom teacher and the principal.
- To inform the school if their child is receiving any regular medication. Where prescribed medications are known to have a behavioural effect these possible effects will be factored in to all behaviour support measures
- Talk in confidence to the class teacher or principal about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

Principal will be responsible for:

- Facilitating the development of a supportive school environment and implementing the Challenging Behaviour Policy within the school.
- Leading the school in relation to the management of students with challenging behaviour and supporting staff in relation to these students.
- Facilitating access of all staff to programs of professional learning in relation to students with challenging behaviour as deemed appropriate by the principal.

- Providing the opportunity for the teachers in the ASD class to develop higher-level skills so that they can provide additional support and advice within the school.
- Seeking outside support and advice.
- Deciding on a final course of action when all intervention programs have been exhausted (Please see Behaviour Policy for appropriate sanctions available to teacher/Principal/Board of Management)

Steps in Managing Behaviours of Concern

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

Only when data indicates that these positive measures have been tried and exhausted; or have been unsuccessful in eliminating or sufficiently reducing problem behaviour, should the following strategies be considered;

Minor challenging behaviour:

- Will be discussed with the child
- Will be dealt with at class level as appropriate
- Will be written up in each child's ABC chart (see appendix 1)
- Focus initially on positive behaviour demonstrated by other students

Minor challenging behaviours which are ongoing:

- Will be discussed with the child
- Will be written in the child's ABC chart.
- Will be reported to parents/ guardians.
- Will be dealt with appropriately which may include the creation of a Behavioural Support Plan

Aggressive behaviour – threats:

- Will be discussed with the child
- Will be written in child's ABC chart
- Will be reported to parents/guardians

- A Behavioural Support Plan will be implemented

Please Note: The Principal may be consulted at any stage above

Gross Misdemeanours- May fall under the following Categories

- Serious, deliberate vandalism of school buildings or property
- Serious physical assault of a Staff member or any member of the school community
- Carrying, or having used, drugs, alcohol, cigarettes or any dangerous/banned substances
- Carrying anything deemed to be a weapon – blade, penknife etc.
- Continuous serious misdemeanours

**This list is not exhaustive and other behaviours not listed may fall under this category at the discretion of the Principal/Deputy Principal.

Aggressive Behaviour-Assaults/Serious Challenging Behaviour

- The child will be spoken to by staff directly involved.
- The matter will be brought to the attention of the class teacher.
- A written report will be made on the incident and kept in the ABC chart and recorded in the Incident folder. The matter will be brought to the attention of the principal.
- Each incident will be reported to parents/guardians.
- A Behavioural Support Plan will be implemented in consultation with the parents.
- If the behaviour recurs, the same procedure will be followed and the Behavioural Plan will be reviewed after each incident.
- Where there are repeated instances of serious misbehaviour, the Chairperson of the Board of management will be informed and the parents will be requested in writing to attend a meeting at the school with the Chairperson, the Principal and the Class Teacher.
- If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with the class teacher and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act.

**Please Note: A single incident of serious misbehaviour may be grounds for suspension. Serious misbehaviour is defined as any behaviour or acts that would endanger the health and safety of others in the school and/or are in violation of the law. The Principal and or Board of Management reserve the right to issue an immediate suspension in the best interests of all parties.

- 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 and staff of Kilbrittain NS, the Board may authorise the Chairperson or the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with parents
- 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 re-admit the pupil formally to the class if that decision is made.
- The school endeavours to support each child on an individual basis and ensure that it's an appropriate school placement for the child. However, if it is the opinion of the Board of Management that the student poses an unacceptable risk to the health and safety of other students, to school staff or to school property, a decision may be made to exclude the child from the school.
- Expulsion may be considered in an extreme case in accordance with the Rules for National Schools and the Education Welfare Act. 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.
- If a decision is made in relation to expulsion, the parents/guardians will be informed of their rights according to Section 29 of the Education Act and a copy of the application form to appeal the decision will be forwarded to the parents/guardians.

Please Note: The above steps are in keeping with our school Code of Behaviour.

Please Note:

Behavioural interventions implemented in the school will only be done so with full parental/guardian support. In situations where parental/guardian support for the best practice intervention as selected is not forthcoming, a meeting will be held with the child/ young person's family to present and examine all of the alternative interventions available.

The potential effectiveness, outcomes, and consequences of each intervention will be discussed with reference to the school's duty of care towards all its students and staff. After all outcomes and risks have been examined a decision will be proposed. If agreement can't be arrived at then the matter is referred to the Board of Management.

Use of physical restraint

In extreme cases physical restraint may be required. For example, it may not always be possible to avoid injury e.g. where a child is choking. Staff members will use their professional judgement in such cases.

The BOM authorises staff to:

- Prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- Protect them from immediate danger.
- Prevent a pupil behaving in a way that seriously disrupts a school event, a school trip, visit or lesson;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Protect a pupil at risk of harming themselves through physical outbursts or other
- Block a child from absconding the classroom or school buildings

Please note- All instances of Physical Restraint/Intervention must be recorded, documented and signed off by staff members and Principal. Report will be kept on the pupils file.

Limitations.

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

Policy Review/Ratification

It is fully acknowledged by all parties that this Challenging Behaviour Policy will be reviewed at regular intervals to ensure that it is kept up to date and that it retains its relevance. Ongoing evaluation and new approaches to education and/or DES guidelines may require this document to be modified.

Signed on behalf of the Board of Management:

Chairperson: _____ Imelda Hurley

Principal: _____ Karen O'Donovan

Date: _____

Report of Physical Intervention

Details

Date of Incident: _____

Time of Incident: _____

Staff members involved: _____

Adult Witnesses: _____

Pupil Witnesses: _____

Outline of events leading to the incident:

Outline of Incident

Outcome

Description of injury sustained or subsequent treatment required

Parental Involvement

Date/Time parent/guardian informed of the incident: _____

Outline of parent/guardian response:

Signatures of Staff Completing Report:

Principals Signature

Brief description of any subsequent inquiry/complaint or action

****Please ensure this is filed in Pupil file and Behaviours of Concern Incident Folder**

