



Springdale National School

Code of Behaviour

Introductory Statement

Effective behaviour management in the school depends on the support, co-operation and example of parents, guardians and teachers. This Code of Behaviour was written to guide the effective management of behaviour. It was reviewed in 2019 to ensure that it is in compliance with legal requirements and good practice as set out in *Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008* and later in 2021 in line with our ICT Acceptable Use Policy.

Rationale

The need for this policy arises from:

- Education Act 1998
- The “Children First” Child Protection Guidelines
- “Working Together” INTO Document
- “Developing a Code of Behaviour: Guidelines for Schools” (NEWB, 2008)

Ethos

- The Board of Management and staff of Springdale National seek to promote honesty, courtesy, punctuality and responsibility in each individual pupil. It is hoped to inculcate a proper regard for the rights and views of others and to promote a caring and tolerant attitude to other people and to the environment. It is expected that pupils will extend these values and attitudes in their dealings with other children, staff members and all visitors to the school.
- The school recognises the importance of teachers and parents working in partnership to educate the children according to Christian principles.
- The school aims to ensure that the individuality of each child is taken into account, while acknowledging the right of each child to be educated in a disruption free environment.
- All staff members shall endeavour to adopt a positive approach to discipline, with a greater emphasis being placed on rewards than on sanctions.
- The school recognises the variety of differences existing between children and the need to accommodate these differences where possible. The school will endeavour to make the curriculum as appropriate as possible to the needs of the children.
- Pupils are encouraged to see themselves as a community where all are entitled to live peacefully irrespective of age, gender, ethnic background, sexual orientation, ability, disability, intelligence or family circumstances.
- The school actively promotes gender equity.

Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment of all, irrespective of age, gender, ethnic background, sexual orientation, ability, disability, intelligence or family circumstances
- Show appreciation of the efforts and contribution of all
- Discourage any use of physical aggression

School Rules

- The school doors open at 8.25am. Children should not arrive at school before this time. The school accepts no responsibility for the safety of children arriving before 8.25am. School doors close after classes have been dismissed (1.05pm for infants and 2.05pm for all other classes). The school accepts no responsibility for children remaining on school property after this time. The only exception to this is when children remain in school for after school activities which are under the supervision of an after school lesson facilitator.
- Children may only leave the school premises with permission from a teacher/parent or guardian.
- We do not use bicycles, skateboards, rollerblades or scooters in the school yard.
- We only use personal electronic equipment in school with permission from a member of staff.
- We walk quietly in the school building.
- We keep our school environment clean and tidy.
- Our playground is a “no contact” playground. We do not get involved in rough play e.g. carrying other children, “mess fighting”, contact sports.
- We know that bad language, fighting, spitting, and other forms of antisocial behaviour will not be tolerated. We behave respectfully to others, using courtesy and good manners.
- We respect school property and the property of others.
- We respect the rights of others to education in a disruption-free and safe environment.
- In the case of all absences, parents/guardians must inform the school of the reason for the absence (in writing). The school is legally obliged to inform TUSLA if a child misses twenty days or more in a school year.
- Every child and his/her parents/guardians will be asked to sign a contract of behaviour at the start of the school year.

Unacceptable behaviour:

The following behaviour is regarded as unacceptable in the school, either in itself or in the interests of providing a safe, secure environment for all the children.

- Bullying of any description (See policy on bullying)
- Physical or verbal abuse
- Unexplained late arrival
- Threatening or intimidating behaviour

- Bad language
- Not following instructions
- Behaviour that interferes with teaching and learning
- Rudeness or disrespect to anyone in the school
- Wilful or malicious damage to school or personal property
- Possession of objects which could cause damage to school property or injury to people in the school
- Spitting
- Theft
- Truancy
- Leaving school/school activities without permission
- Any behaviour that is deemed inappropriate according to our ICT Acceptable Use Policy
- Playing ball games/running in the school building – except under supervision in the PE hall
- Dropping or throwing litter
- Chewing gum
- Any activity on supervised trips with the teachers which would have a detrimental effect on the reputation of the school

Class Rules

At the beginning of each academic year, the class teacher will draft a set of class rules with the children based on Jenny Mosley's Golden Rules (See Appendix 1). These should reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should, where possible, emphasise positive behaviour. Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

Yard Rules:

- Pupils are always supervised by teachers and SNAs in the playground, at P.E. and break times. Pupils must obey the teacher/SNA at all times.
- Pupils must remain in the playground unless given permission to leave it by the teacher on duty.
- Pupils may not talk to adults, even Parents/Guardians, through the railings.
- Pupils are to play safely, showing consideration and respect for others.
- Games which are not allowed in the yard are chasing and games which involve physical contact.
- Only authorised school equipment is allowed in the playground at playtime.
- Equipment will be taken from children who misuse it.
- When playtime ends children should:
 - ☐ Stop playing.
 - ☐ Collect their coats/tops and walk and wait quietly in their class line.
 - ☐ Begin their Active Lines' exercise when the siren sounds
 - ☐ Stand quietly when the siren sounds to end the exercises
 - ☐ Walk in single file to class with their class teacher

Children with Special Needs

All children are required to comply with the Code of Behaviour. However, the school recognises that children with special needs may require assistance in understanding or in keeping certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher/learning support teacher/resource teacher and/or Principal will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will also be taken.

The children in Springdale National School may be taught strategies to assist pupils with special needs to adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting difference in all individuals.

Rewards

The school recognises that children are usually well behaved, promotes good behaviour, and rewards instances of good behaviour. These rewards will include:

- A quiet word or gesture to show approval
- A comment in a pupil's copy or homework journal
- A visit to another member of staff or to the Principal for commendation
- Praise in front of the class/school
- 'Bualadh Bos' in class or special mention at assembly
- Delegating some special responsibility or privilege
- Informing parents/guardians of good behaviour (written or verbal communication)
- Reward systems adapted to suit the needs of individual classes/children

Sanctions:

For instances of unacceptable behaviour, it is necessary to have sanctions in place. In all cases it is important that the child knows that it is the behaviour the school is objecting to and not the child.

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour

A sanction may also:

- reinforce the boundaries set out in the code of behaviour
- signal to other students and to staff that their wellbeing is being protected.

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe

The following sanctions will be used when a child behaves inappropriately:

- Reasoning with the child, explaining why the behaviour is unacceptable
- Reprimands, including direction on what is unacceptable behaviour
- Referral to the Principal

- Child observation conducted by member of the SEN team (See Appendix 5)
- Communication with parents/guardians
- Separation from peers/friends
- Loss of privileges
- Additional work/homework
- Individual behaviour contract (designed as the class teacher feels appropriate. Samples in Appendix 4)
- Detention during break time (Detention Forms in Appendix 2)
- Detention after school (not to exceed one hour)
- 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 and as outlined in 'Developing a Code of Behaviour: Guidelines for Schools' (NEWB, 2008))

The list is by no means exhaustive. Teachers may put in place alternative measures, bearing in mind the circumstances involved. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupil devise strategies for this.

Teachers will keep a written record of all instances of serious misbehaviour in hard copy and on Aladdin (See Appendix 3, also available on Aladdin)

When there are repeated instances of serious misbehaviour, the Board of Management will be informed. The Board of Management has ultimate responsibility for school discipline. Anyone with an unresolved grievance or concern may refer the matter to the Board.

In situations where there is evidence of serious ongoing emotional and behavioural difficulties, teachers will work with parents/guardians to have the child referred for assessment with the relevant services.

Behaviours of Concern

While this policy provides guidelines on the effective management of behaviour, it is foreseeable that some pupils might have highly complex and challenging behaviour needs. Where the strategies outlined in this policy are not effective in supporting such pupils, the Behaviour of Concern Policy (See Appendix 6) will be implemented to support them, other pupils, staff and the relevant parents.

Parent/Guardian-School Communication

- The school endeavours to keep a welcoming atmosphere and to keep parents/guardians informed of good behaviour as well as misbehaviour
- Parents/Guardians will be informed at an early stage of instances of misbehaviour.
- Communication with parents/guardians will be verbal or written depending on the circumstances
- Parents/Guardians will be invited to come to school to discuss their child's case, where there is continual disruption or serious misbehaviour such as bullying or other violent / aggressive / threatening behaviour.
- For repeated cases of serious misbehaviour, the Principal will inform the Board of Management.

Suspension and Expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Normally, other interventions will have been tried before suspension. Suspension can provide a respite for staff and the pupil, give the pupil time to reflect on the link between their action and its consequences and give staff time to plan ways of helping the pupil to change unacceptable behaviour. The decision to suspend a pupil will follow on from serious/gross misbehaviour when:

- The pupil's behaviour has had a seriously detrimental effect on the education of other students.
- The pupil's continued presence in the school at this time constitutes a possible threat to safety.
- The pupil is responsible for serious damage to property.

The Board of Management and staff of Springdale National School will follow the procedures for suspension and expulsion outlined in 'Developing a Code of Behaviour: Guidelines for Schools' (NEWB, 2008).

Summary of Procedures in relation to suspension:

- The Board of Management has the authority to suspend a student but may delegate responsibility for suspension to the Principal (Developing a Code of Behaviour: Guidelines for Schools', p. 70 (NEWB, 2008)).
- Fair procedures (i.e. the right to be heard and the right to impartiality) will be applied at all times (Developing a Code of Behaviour: Guidelines for Schools', p. 67 (NEWB, 2008)). Accordingly, pupils and their Parents/Guardians will be fully informed about the alleged misbehaviour and the processes that will be used to investigate and decide the matter and they will be given an opportunity to respond before a decision is made and before a serious sanction is imposed.
- In exceptional circumstances, the Principal may consider an immediate suspension to be necessary when the continued presence of the pupil in the school at any time would represent a serious threat to the safety of pupil or staff of the school, or any other person.
- Automatic suspension will apply in the event of a student engaging in very serious/gross misbehaviour and this suspension by the Principal is authorised by the Board of Management.
- In determining the appropriateness of suspending a pupil, the Staff and the Board of Management, will refer to the factors to be considered before proposing to suspend a student (Developing a Code of Behaviour: Guidelines for Schools', p. 72 (NEWB, 2008)).
- Communication to Parents/Guardians 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/Guardians 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.
- In the case of immediate suspension, the formal investigation should immediately follow the imposition of the suspension. The Parents/Guardians and child will be invited to discuss the matter with the principal and the procedures governing suspension will be applied.

- In the case of an immediate suspension, parents must be notified and arrangements made for the child to be collected.
- 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
- A ceiling of ten days should normally be placed on any one period of suspension imposed by the Board of Management
- A written statement of the terms and date of the termination of a suspension will be given to Parents/Guardians.
- The letter will confirm:
 - ☐ The reason for the Suspension.
 - ☐ Any programme of study to be followed (if appropriate).
 - ☐ The arrangements for returning to school, including any commitments to be entered into by the student and the Parents/Guardians (for example, the pupil and Parents/Guardians might be asked to reaffirm their commitment to the Code of Behaviour)
 - ☐ The provision for an Appeal to the Board of Management and the right to appeal to the Secretary General of the Department of Education and Skills (Education Act 1988 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 class teacher or principal. The school will help the pupil to catch up on work missed and the pupil will be given the opportunity and support for a fresh start.
- A suspension may be removed and a pupil readmitted to school for any reason at the discretion of the Principal and/or the Chairperson of the Board of Management or if the Secretary General of the DES directs that it be removed following an appeal under Section 29 of the Education Act 1998.
- 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/Guardians may appeal the suspension under Section 29 of the Education Act and will be given information about how to appeal.

Summary of Procedures for Expulsion:

- Subsequent to the above suspension procedures and meeting with Parents/Guardians, if serious incidents of misbehaviour continue, the pupil will be recommended for permanent expulsion by the Board of Management. The ground for expulsion include the following:
 - ☐ The pupil's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
 - ☐ The pupils continued presence in the school constitutes a real and significant threat to safety.
 - ☐ The student is responsible for serious damage to property.
- Authority to expel is reserved to the Board of Management.
- In determining the appropriateness of expelling a pupil, the BOM will refer to the factors to be considered before proposing to expel a student (Developing a Code of Behaviour: Guidelines for Schools', p. 82 (NEWB, 2008)).
- In exceptional circumstances, a pupil may be expelled for a first offence.

- Steps to be taken in respect of expulsion:
 - ☐ A detailed investigation carried out under the direction of the Principal.
 - ☐ A recommendation to the Board of Management by the Principal.
 - ☐ Consideration by the Board of Management of the Principal's recommendation, and the holding of a hearing.
 - ☐ Board of Management deliberation and actions following the hearing.
 - ☐ Consultations arranged by the Educational Welfare Officer.
 - ☐ Confirmation of the decision to expel.
- **Section 29 Appeal:** A parent may appeal a decision to expel to the Secretary General of the Department of Education and Skills (DES). A form for such an appeal is available from the DES.

Note: Further details on suspension and expulsion are available in Chapter 12 of the Guidelines for Developing a Code of Behaviour. This is available in the school office or can be accessed on the NEWB Website – www.newb.ie

This policy was reviewed by the Board of Management February 2021.

Date of next review: February 2023 (or sooner if required).

Signed: _____ Date: _____
(Chairperson of BOM)

Signed: _____ Date: _____
(Principal)

Appendix 1

5 Golden Rules

We are gentle We don't hurt others

We are kind and helpful We don't hurt anybody's feelings

We listen We don't interrupt

We are honest We don't cover up the truth

We work hard We don't waste our own or others' time

We look after property We don't waste or damage things

Golden Rules for Infants

Kind hands

Kind feet

Kind words.

Appendix 2

Sample Reflection Sheets to be completed during detention

Name: _____ Class: _____ Date: _____

What did I do wrong?

Which school rule did I break?

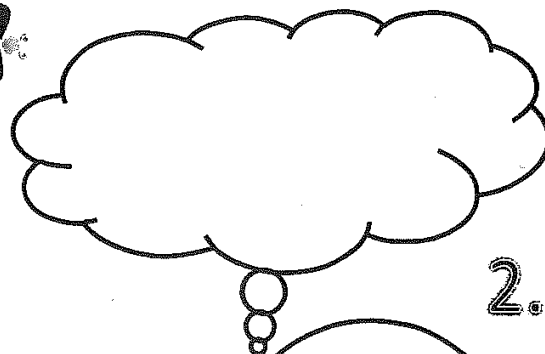
Why is this behaviour unacceptable?

Student's Signature: _____

Teacher's Signature: _____

1.

What happened? Write or draw what happened



2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.

What have your thoughts been since the incident? Write them in the thinking bubble.

3.



How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.

Restorative
Practice

Appendix 3

Sample record of instances of serious misbehaviour

Event Recorder

Pupil's Name: _____

Date: _____

Date	ANTECEDENTS	BEHAVIOUR	CONSEQUENCE
	What happened immediately before the behaviour occurred	Describe what the student did. Who was there? Where did it take place. Try to be as objective as possible	What happened immediately after the behaviour

Appendix 4

Sample individual behaviour chart

Appendix 5

Sample observation sheet

Target Behaviours	Frequency of Behaviour	Other comments
1. Shouting out of turn		
2. Out of seat		
3. Inappropriate use of hands		
4. Inappropriate facial expressions		
5. Inappropriate gestures		

	5 mins	5 mins	5 mins	5 mins	5 mins	5 mins
Frequency of Adult Intervention						

Behaviour Observation

Date:

Time:

Appendix 6

Behaviour of Concern Policy



Springdale National School Behaviours of Concern Policy

March 2022

Roll No.: 18464B

Principal: Lesley Cahill

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 (See Appendix 1) 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

- Behaviours of Concern Training- Whole staff, February 15th & 29th
- ‘The Explosive Child’ – NSM Training and Consultancy - Kate Hogan, Thurs, 27 January

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
- Inform parents of the incident
- Keep a record of the incident (See Appendix 1)

Support Services

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

- Túsla
- Children's Disability Network Teams
- CAMHS: Children and Adolescent Mental Health Service
- Department of Education
- Education Welfare Officer: (Attached to EWS)
- Education Welfare Service (Now part of Túsla)
- NCSE National Council for Special Education
- National Educational Psychological Service (NEPS)
- National Educational Welfare Board (NEWB now part of Túsla)
- Special Schools National Behaviour Support Service (SESS now part of NCSE)
- Special Education Needs Organiser (member of NCSE staff)

We may also contact the General Synod Board of Education 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 informed when behaviours of concern have occurred. ***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.***

In Springdale National School, the following documents will be used to record behaviours of concern and Interventions used:

<i>Document</i>	<i>Personnel responsible for completion</i>
Record of Behaviour & Interventions	Class teacher & SNA in collaboration with the SET
Behaviour Risk Assessment	Class teacher & SNA in collaboration with the SET
ABC Tracker (for recording minor incidents)	Class teacher & SNA
Significant Incident Report	Class teacher & SNA in collaboration with the SET & school Principal

(See Appendix 1 for documents)

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 physical intervention?

We will only use physical intervention 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:

- ***Presence***

Standing in front of a pupil

- ***Touching***

Lead, guide, usher, block-door handle

Pupil retains a lot of mobility

- ***Holding***

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

- **Restraint**

Completely restrict mobility -2 adults holding legs & arms (Always ask, 'Am I using minimum force for the shortest time?')

It is important to note the following regarding the use of restraint:

Restraint

- 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
- Should not be the first option and if used should be timely, measured and proportionate
- If used should be documented and reported to the Board of Management

This Behaviour of Concern Policy was ratified by the Board of Management on.

It will be reviewed by the Board of Management as necessary.

Signed: _____

Chairperson of Board of Management

Signed: _____

Principal

Date: _____

Date: _____

Appendix 1:

- Record of Behaviour & Interventions
- Behaviour Risk Assessment
- ABC Tracker (for recording minor incidents)
- Significant Incident Report

Record of Behaviours of Concern and Interventions Implemented

The nature and seriousness of the behaviour/s of concern

- *What is the precise description of the behaviour of concern?*
- *How persistent has the behaviour of concern been and over what period of time?*
- *Has the behaviour of concern escalated, in spite of the interventions tried?*

The context of the behaviour

- *What are the circumstances of the incidents of the behaviour of concern (e.g. in class, in a particular teacher's class, in the yard, in a group)?*
- *What factors may have triggered or provoked incidents of the behaviour of concern (e.g. bullying, cultural or family factors)?*
- *Are there any factors that may be associated with the behaviour of concern (e.g. particular home circumstances, special educational needs)?*

The impact of the behaviour

- *How are other students and staff affected by the student's behaviour?*
- *What is the impact of the behaviour of concern on the teaching and learning of the class?*

The interventions tried to date

- *What interventions have been tried? Over what period?*
- *How have the interventions been recorded and monitored?*
- *What has been the result of these interventions?*
- *Have the parents been involved in finding a solution to the problem behaviour?*
- *Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?*
- *Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?*
- *Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?*

BEHAVIOUR RISK ASSESSMENT

Risk Ranking: Likelihood x Severity = Risk (High, Medium, Low)

Severity			
Likelihood	Low	Medium	High
Low	Low	Low	Medium
Medium	Low	Medium	Medium
High	Medium	Medium	High

<u>Pupil:</u>	<u>Date:</u>	<u>Date for review:</u>
<u>Assessment completed by:</u>		

<u>1. Identified Behaviour</u>	<u>Risk and Ranking</u>	<u>Persons at Risk</u>
Example: <ul style="list-style-type: none"> • Throwing chairs • Pushing children over in the classroom and playground • Kicking adults and children • Sensory room- jumping up/down, trying to break the lights 	High High High High	Children and adults

<u>2. Trigger (s) (if known)</u>
Example: <ul style="list-style-type: none"> • Waiting time • Seeking attention
<u>3. Environment</u>
Example: <ul style="list-style-type: none"> • All areas around the school • Classroom door
<u>4. Primary Preventative Strategy</u>
<p><i>Think global/ big picture. Our responses to why this behaviour is occurring. Use consistent approaches, consult with other professionals if necessary, any appropriate referrals, sharing of information, additional staff for support, etc.</i></p> Example: <ul style="list-style-type: none"> • Use positive language • Consistency in class routine • 'Now' and 'Then' board • Visual cues to communicate
<u>5. Secondary Strategy</u>
<i>Everyday de-escalation- what we do on a day to day basis so that the identified behaviours do not occur or are kept to a minimum- specifics</i>

Example:

- Pushing children: watch closely and shadow in the playground, especially when smaller children are around
- Kicking: use calm, positive language e.g. feet on the floor; redirect the child to kick a ball when outside with lots of praise and encouragement
- Biting, pinching, hitting other children: Record any patterns, encourage other children to say STOP! Redirect to pinching playdough, hitting a drum, biting an apple.
- Sensory room: give simple, clear instructions before using the sensory room, e.g. quiet time, sitting, feet on the floor. If the child refuses to cooperate remove him from the sensory room and take him back to the classroom. Give a brief explanation then. Do not give him attention for 5 minutes. Then maybe reenter sensory room to try again or work on an activity in the classroom.

6. Reactive Strategy/Repair/Recovery

What we do when it goes wrong?/What helps him/her recover?

Example:

- Reminders of positive behaviour to help reinforce intended behaviour
- As soon as the child does the smallest positive behaviour give lots of praise

7. Further recommendations/ comments**Example:**

- Investigate a 'Be Positive Chart' with reward
- After the child calms down, go back to the child and shake hands
- Lots of work in class around body awareness and body parts using mirrors etc. Repetition of hands, face, feet so the child begins to understand what it is meant when we use 'tidy hands' and 'feet on the floor'

<u>8. Staff training needs</u>	<u>Date requested</u>	<u>Date training completed</u>
Example:		

<ul style="list-style-type: none"> • Physical intervention training for staff • Training with teacher 		
<u>9. Behaviour Risk Assessment distributed to:</u>	<u>Communication method</u>	<u>Date actioned</u>
Example: Parents, class staff, therapists		
<u>Review date:</u>		

ABC Tracker (for recording minor incidents)

Date	Antecedents <i>What happened immediately before the behaviour occurred?</i>	Behaviour <i>Describe what the student did. Who was there? Where were you? Be objective and factual.</i>	Consequence <i>What happened immediately after the described behaviour?</i>	Staff members Involved

SIGNIFICANT INCIDENT REPORT**Pupil :****Date:****Time:****Location:**

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? (be specific)	
Why was this in the best interests of the child? (see over)	
How effective was it?	
Was the child distressed?	Yes/no
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)	

Staff Welfare: - Please consult our incident debriefing policy should you need support.

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? Yes/no		If yes, rate this on a scale of 1 to 5: (1 = little or no distress, 5 = very distressing)	
What other staff were present :			
Signed:	Date:		

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

Risk reduction review by Principal / Deputy Principal:	Parents notified: Yes/no
---	--------------------------

Medical intervention needed/sought: *Yes/no*

Signed by Principal or DP:

Date:

GUIDANCE NOTES on filling in SIGNIFICANT INCIDENT FORM

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 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 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 permission 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 child to the support room/yard/sensory room where s/he could be monitored/observed - monitored/observed (from outside the door) - moved child away from the area of the incident – 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 child.** Maintain dignity of the child - prevent negative social outcome for child - prevent distress - prevent pain – reduce risk of injury - reduce possibility of - unsafe situation for - welfare of pupil(s)/staff - prevent emotional/psychological distress.