

# Code of Behaviour Policy:

Nano Nagle School endeavours to promote a positive approach to discipline and behaviour management in order to provide a happy working environment for all pupils and staff. The following is a shortened version of the school's Behaviour Management Protocol. The full text is available from the Principal or Class Teacher on request.

This protocol has been drawn up in consultation with the Board of Management, Teachers and Representatives of the Parents' Association.

The following strategies are used in the school to manage behavioural incidents.

1. Redirecting/distracting the pupil
2. Reasoning with/Cajoling the pupil
3. Using Social Stories to clarify expectations
4. Using 'Planned Ignoring'
5. Defining boundaries
6. Using Cause/Effect/Consequence – child's action results in loss of privilege.
7. Using praise and positive attention to reinforce acceptable behaviour
8. Using rewards
9. Fostering peer support
10. Using augmentative communication systems to assist understanding
11. Using the SPHE Programme to discuss behaviour in general
12. Using Behavioural Support Plans (which are agreed with parents) where appropriate
13. Using contracts or recording notebooks where appropriate.
14. Using schedules / personal diaries and other appropriate communication aids.

(The type of strategy chosen will depend on the competency and ability of the child)

The following consequences to unacceptable behaviour are used in the school.

1. Use of facial expression.
2. Use of a firm tone of voice.
3. Removing pupil from the group for a short period.
4. Removing others from the vicinity of the pupil.
5. Putting the pupil 'on notice' of a possible consequence of their behaviour.
6. Sending a note home.
7. Withdrawal of privileges for a reasonable period of time realistic to the individual pupil.
8. Sending a pupil to another class (of children of a similar age).
9. Sending a pupil to the Principal.
10. Rewarding other pupils for desired behaviours.
11. Where the behaviour is very serious such as repeated aggressive, threatening or violent behaviour towards other pupils or staff, the parent may be asked by the principal to take the child home for the rest of that day.

(The type of strategy chosen will depend on the competency and ability of the child)

Where behaviours persist or pose a persistent challenge to other pupils or staff, the school uses the following processes.

1. Referral to school psychologist
2. Establishment of a Behaviour Support Plan and or Risk Reduction Plan (in consultation with parents and members of the multidisciplinary team where appropriate).
3. Frequent meetings/phone calls to parents as part of the process
4. Keeping incident reports where applicable (copies of which are available to parents) on request.
5. Informing the Special Educational Needs Organiser of the need for possible extra resources for the pupil.
6. Referring the pupil to Trasna Training Services to prepare an analysis of the reasons for the behaviour
7. Sourcing extra training for staff.

The Board of Management provides regular certified training courses for staff in the area of positive handling of pupils which is updated at least every two years. This is called 'C.P.I' ([www.team-teach.co.uk](http://www.team-teach.co.uk)). See Part 5 of the full text of our Child Protection Policy available from the Principal. These courses train staff in positive handling strategies using a whole school holistic approach to managing difficult, disturbing and sometimes dangerous behaviours. This includes risk reduction strategies to de-escalate, diffuse and redirect in order to safeguard pupils and staff. Staff are trained to manage potentially serious situations using physical interventions that are appropriate, necessary and reasonable to the situation. Parents are informed if such interventions are necessary. Regular review and risk reduction takes place by the Principal and Deputy Principal (who are certified Team Teach tutors) in cases where these interventions are deemed necessary. In all cases the long term strategy is to reduce, minimise and where possible eliminate the need to use such strategies with our pupils.

In extreme cases, where all internal processes have been exhausted and the Board of Management is of the opinion that the school does not have the resources to meet the challenge posed to the welfare of the pupil, other pupils or staff, the Board will follow the procedures and guidelines as stipulated in the Education Welfare Act 2000, Section 24 with regard to suspension and expulsion. This action will be taken when there is no alternative and only with due consultation with parents, the National Educational Welfare Board and School Staff.

The following restrictive practices are used in the school in certain circumstances in consultation with parents:

1. High handles on some classroom doors to prevent absconding of children.
2. Some doors are secured to prevent pupils entering into areas that are unsupervised or unsuitable at certain times.

3. Harnesses/seat belt guards for some children are provided on school buses if the pupil has demonstrated that they will open their seatbelt or engage in behaviours that put other vehicle users at risk.

4. Pupil Support Rooms/Safe Spaces are available for certain previously identified pupils to provide a safe area to which they can retreat to for a break from the classroom routine or be escorted to by staff for the health and safety of other pupils. A Risk/restraint Reduction Plan outlining the use of these rooms, which has been drawn up in consultation with parents, is mandatory for these instances. In circumstances where it is necessary to secure the door to the support rooms to prevent injury to other pupils or staff, pupils are monitored from outside the door, parents informed and the reasons for doing so recorded and reviewed by the class team. There are a specific set of guidelines (part 5 of the school's Child Protection Policy) available to staff regarding the use of physical interventions with pupils. These are available from the Principal on request.

5. The hands of pupils may be held by staff to prevent a pupil absconding or attempting to hit out at others.

6. 'C.P.I' certified positive handling strategies to diffuse, de-escalate and safeguard pupils and staff when necessary.