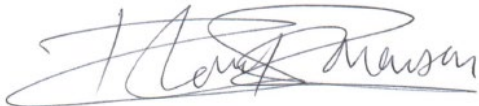




**ST RAPHAEL'S
SPECIAL SCHOOL**



CODE OF BEHAVIOUR POLICY

Policy Identification	
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Signature:	
Chairperson St Raphael's Special school	Date: 26 February 2024

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Hospitality • Compassion • Respect

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Introduction

This policy is formulated in accordance with the Education Act 1998, Section 15, (1) (2) Section 21 (1) (3) (4) and the requirement under the Department of Education Circular 20/90 on School Discipline.

St Raphael's School seeks to provide an educational environment that enables each pupil to live, learn, and grow to his or her utmost potential. We seek to ensure that pupils are enabled to participate as fully as possible within their local communities and society in general. We aim to provide each pupil with a curriculum which gives opportunities to develop skills and attitudes that will enable them to experience a good quality of life.

All members of the school community are expected to maintain high standards of behaviour and to respect and co-operate with one another in the spirit of respect and compassion which characterised the life and work of St John of God.

This Policy has been developed in line with the ethos and mission statement of the school.

The Aim of the Code of Behaviour

The aims of the Code of Behaviour are

- To promote socially acceptable behaviour
- To ensure that the individuality of each pupil is acknowledged and respected
- To allow for the safe and harmonious running of the school
- To enhance the learning environment so that pupils can achieve their potential
- To promote equality and fairness among all
- To promote a positive approach to behaviour management
- To ensure that all pupils are given every opportunity to maximise their potential
- To ensure consistency in the application of school rules

Overview

This Code of Behaviour is created to ensure the wellbeing of all members of the school community. We aim to deliver our educational programmes in a happy, safe, secure and structured environment. The responsibility for establishment and maintenance of this learning environment is shared by all members of the school community and is described below.

Responsibility of School Staff

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

- Create a positive climate with realistic expectations
- Promote, through examples, 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 for all regardless of faith, gender, race and ability
- Show appreciation of the efforts and contribution of all
- To encourage the pupils to follow school/class rules

Pupils' Rights and Responsibilities

Pupils have responsibility to follow the six Golden Rules:

1. Kind eyes
2. Kind ears
3. Kind hands
4. Kind feet
5. Kind words
6. Kind hearts

Pupils have the right to expect that the school will be:

- A safe and happy place
- Suited to their appropriate level of learning
- Encouraging and supportive
- Affirming of all pupils abilities

Parents' Rights and Responsibilities

Parents are expected to:

- Be familiar with school policies and the expectations of pupils
- Work with school staff in their implementation of school positive behaviour management strategies.
- Maintain regular communication with school staff with regard to the progress of their child
- Provide the school with information and necessary documentation specific to their child (for example medication, Kardex, Safeguarding plan/Positive Behaviour management strategies, any concerns)
- Support their child in his/her school work
- Be available to discuss any issues relating to their child that might arise
- Make sure their child attends school regularly and on time
- Be contactable during the school day and able to arrange collection of their child following incidents where they are unable to travel on school transport
- Monitor their child at home, if requested, following an incident for 24/48 hours depending on the circumstances.

Parents may expect:

- A safe and happy environment for their child

- Recognition and provision for the individual abilities and needs of their child
- Fairness and consistency in the way pupils' behaviours are managed
- To be informed as soon as possible of any accident or incident involving their child
- An atmosphere of support and inclusion
- Appointments with the principal and members of staff at mutually agreeable times

Methods of Communication with Parents

The following methods are used within the school:

- Formal/Informal parent/teacher meetings and IEP meetings
- Communication books/diaries
- Letters/notes from school to home
- School Newsletters
- Notifications on Aladdin
- Email: info@straphaelsschool.ie
- Website: www.straphaelsschool.ie
- Principal attends School Parent Association meetings when possible

Promoting Positive Behaviour

The emphasis in school is on promoting positive behaviour.

- Each Friday; each class affirms good work and or positive behaviour with certificates for individual pupils.
- We reward good behaviour regularly; rewards may vary from class to class and from pupil to pupil.

The following are some of the rewards used in our school:

- Praise
- Given first choice

- Carrying out a favourite or chosen task
- Choosing a favourite leisure activity
- Sending a 'good news' note in the pupils school journal
- Using a reward chart
- Going for tea/coffee
- Being awarded 'Star of the week'
- Choice of treat before going home
- Going for a walk
- Special responsibility in class (jobs)
- Choice of stickers outlining achievements

Strategies for Dealing with Behaviours that challenge

We aim to encourage good behaviour in keeping with school rules. Some pupils have limited communication ability and at times may use some forms of behaviour as a means of drawing attention or expressing their frustrations. While bearing these factors in mind, the school has a clear duty to teach pupils that there are generally accepted standards of behaviour within the school and wider community that they must try and meet. This applies in particular to behaviours that affect the safety and welfare of others.

However, should a pupil display behaviours which are disruptive, or if school rules are not adhered to, one or more of the following strategies will result:

- Re-direction using verbal/visual schedule
- Disapproving look
- Verbal affirmation of the school rules
- Lámh signs for 'Stop' and 'Good'
- Setting limits which are simple, reasonable and enforceable
- Sitting apart from the class group for a short period until such time as it is safe for the pupil and other pupils to re-join the class
- Supervised time out of the classroom for a short period until such time as it is safe for the pupil and other pupils to re-join the class

- Delaying or non-participation in non-therapeutic activities (at times the pupil's behaviour may prevent them participating in therapeutic activities)
- Note in the pupil school journal
- Phone call home
- Class staff will review behaviour strategies
- Other professionals may be contacted to discuss strategies
- The Principal may meet parents as required
- A reduction of the pupil's school day may be considered and implemented if appropriate

Pupils present with behaviours that challenge, secondary to their learning needs. For these pupils, we aim to develop a structured programme which includes elements of PECS, TEACCH, ABA as well as MEBS (multi-element behaviour support), visual scheduling and reward charts taking into account the behavioural needs of each individual. Each pupil has a safeguarding plan/positive behaviour management strategy as part of this plan.

CPI Safety Intervention strategies are put in place in order to protect the safety of the individual pupil, other pupils and staff. This approach recognises the rights of the entire school community to a safe environment which is conducive to learning.

Recording Procedures

Incidents of unacceptable behaviour are recorded as follows:

- Behaviour Incident Forms are completed, sent to the Principal to be read and signed then filed in the pupil's class file. These forms can then be used by school staff and clinical team members to establish behaviour patterns and triggers in an effort to prevent the behaviour from re-occurring. They also provide information for the ongoing updating of Safeguarding Plan/Positive Behaviour management strategies.
- In the event of injury to any member of the school community, arising out of an incident, an Adverse Incident Form is completed and if necessary medical assistance is provided. Adverse incident forms are filed in the school office.
- Incidents are reported to the School Management.
- If an employee is absent for more than three days due to the incident then this is notified to the HSA.
- If appropriate, the incident will be reported to the Gardai.
- Teaching and SNA staff absent from work due to an assault may apply to the Department of Education for assault leave. Circulars 0061/2017 and 0062/2017 refer to assault leave and include an application form which must be completed within one week of the assault taking place.

Disciplinary Procedures

The application of sanctions is always a matter of serious consideration. When behaviours are of such intensity, frequency and duration that they place the safety of the person or others in jeopardy or the behaviour denies access to the use of ordinary community facilities to the pupil or others, the behaviour is considered serious. In these instances the Disciplinary process is entered into.

- The parents are invited to discuss the incident/behaviour involving their child with the class teacher, Principal and /or Chairperson of the Board, and a decision taken as to the most appropriate course of action.
- In certain exceptional cases, it may be necessary to exclude the pupil from the school by way of suspension. Rule 130(5) Gross misbehaviour may include persistent aggressive or abusive behaviour towards other pupils or staff, or continuous unacceptable behaviour where another pupil or staff member is continuously upset or frightened, or obliged to remain out of school.
- The parent is informed and the period of suspension is confirmed in writing.
- The Education Welfare officer is informed of any decision to suspend the pupil.
- The Chairperson and Principal are authorised by the Board of Management to exclude a pupil from the school for an initial period of not more than three school days.
- The Board of Management may authorise an additional period of suspension up to a maximum of 10 school days to allow for consultation with parents/guardians.
- In exceptional circumstances, the Board may extend the period of suspension while the matter is being reviewed.
- Permanent expulsion may be considered in an extreme case. This can only take place with the consent of the Patron, and with the proviso that alternative arrangements are made for the continuation of the pupil's education at another suitable school. The Education Welfare officer is informed of any decision to expel the pupil.
- The terms and dates of the expulsion are confirmed to the parents/guardians in writing.

Bullying

- Bullying is repeated physical, verbal, or psychological aggression directed by an individual or group against others.
- Pupils are taught to respect one another.
- Support is provided to pupils and parents in instances where bullying is suspected or proven.
- See Adult Anti-Bullying and Anti Bullying policies.

Appeals Procedure

Under section 29 of the Education Act, 1998 Parents/Guardians are entitled to appeal to the Secretary General of the Department of Education and Science against some decisions of the Board of Management including:

1. Permanent exclusion from school.
2. Suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year (Circular 22/02).

Appeals are generally dealt with within 30 days, but the Secretary General may extend the time by a further 14 days.

St. Raphael's Special School



Safeguarding Plan/ Positive Behaviour Management Strategies

St Raphael's Special School, Clane Road, Celbridge, Co. Kildare, W23 F2P5

Roll No: 18988G **RCN:** 20140298

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Hospitality • Compassion • Respect

Personal Profile	School	Home
Basic information		
Communication		
Likes		
Dislikes		
Eating and drinking		

Potential Triggers	School	Home
Classroom		
Outdoor areas		
Indoor areas		
Bathroom		
Sensory Room (if accessed)		
Walking outside of school building		
Walking within school building		
Transitions		
Group activities		
Fire Drills		

Supports Required (care needs consistent with DES curricular 0030/2014)

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Supports required in relation to IEP targets/to access curriculum

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MAPA/NVCI Proactive Strategies

Anxiety	Supportive
Defensive	Directive

MAPA/NVCI Restrictive Strategies

Risk Behaviour	Physical Intervention

MAPA/NVCI Reactive Strategies

Tension Reduction	Therapeutic Rapport

DECLARATION

By signing below I agree to the implementation of all the above Safeguarding Plan/Positive Behaviour Management Strategies and NVCI Proactive/Reactive/Restrictive Strategies being implemented.

Signed _____ Name Kathy Waldron _____ Date _____
(Principal)

Signed _____ Name _____ Date _____
(Class Teacher)

Signed _____ Name _____ Date _____
(Special Needs Assistant)

Signed _____ Name _____ Date _____
(Parent/Guardian)