



St. Paul's Special School, Beaumont, Co. Dublin

Code of Behaviour Policy

Introduction

The previous Code of Behaviour was initially drafted by the Teaching Staff of St. Paul's Special School. After being reviewed by members of the Board of Management, the draft copy was then reviewed in detail by the Parents' Representatives on the Board of Management. Having regard to the opinions of all interested parties, the final completed copy was sanctioned by the B.O.M.

Copies of the Policy were made available to all staff. Copies were made available to Parents by request to the school office. This newly ratified policy will be made available to all staff as a hard copy and will also be published on the school website. Parents may make a request for a hard copy through the school office.

Rationale - Why devise it?

- It is a priority area identified by the Staff and BOM.
- The existing Policy sanctioned in needed a review and some amendments made to it.
- It is a requirement under DES Circular 20/90 on School Discipline.
- It is a requirement under the Education Welfare Act 2000, Section 23 (1)
- It is required as part of St Paul's Special School Enrolment Policy (2020)

Relationship to characteristic spirit of School

St Paul's Special School is dedicated to providing the highest quality, care and education of pupils under our instruction. In partnership with the Parents/Guardians, Families and/or Residential Personnel of our Pupils, we seek to promote individual intellectual, emotional, social, physical and spiritual development. The dignity of each child is maintained at a premium, thus ensuring equality of provision. We believe that each child is entitled to an appropriate educational provision, regardless of individual levels of attainment and functioning. While enabling each pupil to develop his/her potential to the full, we also want our pupils to be happy in school and to enjoy their time in our care. The code of Behaviour Policy will help to foster harmonious relationships and co-operation between Staff, Parents and Pupils.

Aims

Ideally, the introduction of this Policy in St Paul's Special School will facilitate the achievement of the following:

- To allow the School to function in an orderly and harmonious way
- 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 promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences
- To ensure the safety and well being of all members of the School Community
- 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 ensure that the system of rules, rewards, and sanctions are implemented in a fair and consistent manner

Overview

Pupils attending St Paul's Special School have varying abilities and what we expect of them is to be the best they can be.

- We recognize the variety of differences that exist between children and the need to accommodate these differences.
- Each child, according to their ability, is expected to be well behaved and to show consideration for other children and adults
- Each child is expected to show respect for the property of the School, other children's and their own belongings
- Each child is expected to attend School on a regular basis and Parents/Guardians have been notified of the School's obligations to report absences in excess of 20 days in line with The Education Welfare Act, 2000
- Positive Behaviour will be promoted (See below)
- School Staff engage in reflective practice informally on a daily basis. Once a year or as deemed necessary staff will meet and review the policy to ensure that their observation are addressed in the policy
- The philosophy and ethos of this school is that in managing challenging behaviour the "antecedent" is of paramount importance. With this in view there is a pupil profile in every room

- There is a master copy of the pupil profile kept in the school office. These copies will be used to inform new staff of the individual needs of the child. Creating and maintaining a safe, positive, and productive learning environment is the responsibility of everyone involved with our children's learning.

Responsibility to establish and maintain this learning environment is shared by parent(s) / guardian(s), students and staff. The responsibilities of each member of the school community are as follows:

Parent (s)/guardian (s) have a responsibility to send their children to school prepared to learn. They set expectations and establish boundaries for their children including a respect for staff, self, other students, and school property. They are knowledgeable and supportive of the expectations of the school and work as partners with the school and staff. When dealing with a behavioral problem involving their child, Parent(s)/guardian (s) are open-minded and know the expectations of the school. They cooperate with the school in providing information, discussing aspects of behaviour at home and at school and have an input in managing the child's in-school behaviour.

Students are encouraged to understand and be mindful of and practice the rules and expectations, cooperate with the school staff, and treat other students with respect. Students have good behavior in and out of the classroom and accept the consequences of their actions. Students respect the learning environment of other students.

Staff The entire school staff maintains a safe learning environment for students in the classroom and school. Staff is open minded, consistent, communicative, and objective. The staff provides clear and reasonable expectations; establishes positive and affirming relationships with students; sets age and ability appropriate rules, supplies students and parents with feedback; and is encouraging and consistent when dealing with student behaviour.

The principal communicates the Code of Behaviour communicated to new and temporary staff. There is a copy of the policy in each classroom, staffroom and the principal's office.

The Principal maintains consistent enforcement of the school's behavioral policies, rules and procedures, defines expectations that are enforceable; supports each initiative; provides the tools, resources and funding to support school staff; and obtains feedback to refine policies and expectations.

LIMITATIONS AND UTILIZATION

This document is not designed to list all the possible violations which may arise nor to state all the possible consequences of unacceptable behaviour, but to serve as a general guide to the student, the teacher, and the principal to be used to solve individual problems.

PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES

Every parent or guardian has the right to expect that:

- Teachers and other staff will provide effective instruction for students, display enthusiasm for learning, show respect for the children in their care.
- Staff will enforce the Code of Behaviour.
- Staff will communicate with the home. The methods of communicating will be wide-ranging and varied as outlined on the following list. The frequency of communication will vary from daily to weekly to monthly in accordance with the needs of the child and with the professional opinion of the teaching staff. These communications may include:
 1. Face to face meetings with parents/guardians
 2. text
 3. Email
 4. phone call
 5. note
 6. Journal/Log
 7. Website updates
- Staff will exhibit leadership, provide support, and monitor programs and instruction in the school.
- Parent (s)/guardian (s) will be treated fairly, justly and with respect in all matters and can depend on the school to support them in their efforts to do what is in the best interests of their child.

Parents and guardians will:

- Instil a positive attitude toward education which recognizes that effort and ambition lead to success
- Support the school in its efforts to maintain a productive teaching and learning environment
- Provide role models in order to establish positive values concerning achievement as well as respect for fellow students, school personnel, and property.
- Maintain regular communication with their son or daughter about school matters.
- Require their son or daughter to attend regularly and punctually, and to comply with school routines
- Contact the school if there are areas of mutual concern and make themselves available to discuss issues regarding their child's education.
- Attempt to attend school events and meetings, and to give positive input and support to the school.

- Encourage their children to accept responsibility and be accountable for their behaviour
- Each parent (s)/Guardian (s) has access to the code of Behaviour either through the Principal, class teacher and school website.

SCHOOL PERSONNEL RIGHTS AND RESPONSIBILITIES

Staff have the right to expect that:

- Students will behave appropriately on school property and at school activities so as not to interfere with the learning and rights of others.
- School administrators will provide leadership and support.
- They will have the positive assistance and cooperation of students, parents, and colleagues in the performance of their duties.
- Everyone associated with the school will be treated with courtesy.
- Their working environment is conducive to their well-being and fulfilment.
- They do not suffer from unacceptable levels of stress due to the management of the behaviour of their students.
- They do not suffer personal injury as a direct result of their interaction with students.

Every teacher, SNA or other school employee will:

- Follow the same rules as the students, serving as a positive role model
- Maintain a safe atmosphere that encourages good behaviour and protects students' rights toward parents and students.
- Encourage parent participation in the school by communicating with families regularly.
- Monitor the academic progress of students and inform students and parents.
- Endeavour through all the strategies at their disposal to enable children with behavioural issues to overcome their difficulties so they can gain full access to the curriculum and to a greater quality of life.
- Read the Code of Behaviour at the beginning of each school year and discuss school rules and expectations with the students and other school personnel.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to expect that:

- Clear, relevant lessons will be presented taking account of their individual needs and strengths.
- They will be able to work in a school atmosphere which is pleasant, orderly, respectful, and conducive to learning.
- School staff will be courteous, caring and understanding in the dispensation of their duties
- They will be able to participate in a wide range of activities.
- They will be treated fairly, justly and with respect.
- They will receive the best education possible with adapted programs and individual or group instruction.
- They can attend school without fear and/or disruption of the educational process.

Students will be responsible for:

- Attending school regularly and on-time.
- Developing self-discipline according to their ability, showing courtesy for all people in the school community and respecting property.
- Making the most of education opportunities through active classroom participation and involvement in school activities.
- Taking pride in their work, their appearance, and what they have accomplished.
- Taking pride in their school and will help foster this feeling in other students.
- Obeying and observing all school rules of conduct.
- Striving toward self-discipline, setting individual goals and utilizing good work habits.
- Being respectful of people, their rights and property
- Speaking and acting in a truthful, courteous and cooperative manner
- Taking responsibility for their own behaviour and accepting the consequences (according to their ability.)

Promoting Positive Behaviour

We as a staff recognise that children's behaviour reflects their desire to feel significant and important. Understanding this need, we try to assist each student in choosing appropriate behaviours to realize their special place within the school.

By implementing conflict resolution strategies and techniques to increase one's self-esteem, we will be assisting the student in choosing the appropriate behaviour. With encouragement and guidance offered by all school staff the student will gain a better understanding of the rules concerning safety and respect for others. Staff will encourage honesty, fairness, courtesy, self-respect and self-discipline.

Some strategies to promote positive behaviour may include the following:

- We accept children where they are at now and we aim to foster appropriate behaviour
- Teach manners/respect
- Teach acceptable behaviour
- Teach in-school positive social skills
- Some pupils have individual programmes to promote positive behaviour
- Teach children routine/structure in view of their abilities
- Teach children to speak respectfully
- Teach children to leave classroom in an orderly way
- Teach children that they expected to behave in school, allowing for their varying abilities
- Teach pupils hygiene/self-care skills
- Provide positive behavioural supports

SPHE Curriculum

- The school's SPHE curriculum is used to support the code of behaviour. It aims to help our children develop communication skills, appropriate ways of behaving and interacting and conflict resolution skills.
- The activities to develop the above skills are outlined in the school's SPHE policy

Promoting Positive Behaviour on Playground

- Activities are organized in a way that minimizes behavioural difficulties
- The level of supervision contributes to the promotion of positive behaviour on the playground. Zones are created within the playground providing sections for specific age groups and for children with differing behavioural and learning needs.

Examples of Rewards

- Age and/or ability appropriate rewards to be decided on in individual cases and in line with school ethos.
- Give attention
- Stickers
- Go to Principal's Office
- Tell parents
- Treats - play Music, go on social outings, using play equipment
- Praise the good behaviour / Use peers to model exemplary behaviour
- Get class to give a clap
- Give a responsibility of doing a job
- Go around to other classes to show good work output
- Let pupils choose an activity they enjoy on completion of a task
- Find a Pupil's motivator and use it for positive reinforcement
- Catch them being good and reward them

Strategies for dealing with inappropriate behaviour (Minor)

The school adopts a staged approach in the application of sanctions. Initially misbehavior is dealt with by the class teacher by way of warning and or advice. This is then followed by the class teacher and the principal and finally by the principal. If it

is serious and persistent misbehavior the parents may be involved. The parents will be contacted by the class teacher and/or the principal.

There will be consistency of sanctions among the staff as all staff are aware of the range of sanctions outlined in the Code of Behaviour policy.

(Strategies used will depend on individual Pupil needs)

If student displays unacceptable behaviour which is of a minor nature, one or more of the following will result:

- Reasoning with the Pupil
- Warning
- Withdrawal of attention (especially if behaviour was attention seeking in nature)
- Loss of privileges
- Ignore misbehaviour designed to get attention

- Withdraw a favour
- Access to activities denied for a short period
- Verbal reprimand, expression of deep disappointment and advice on how to improve
- Temporary separation from peers/friends
- Send pupil to another class for a short period
- Verbal reprimand and advice on how to improve.
- Visual supports.
- Facial expressions carrying a message of disappointment and disapproval.
- Stay calm in situation. Teachers and staff maintain a calm demeanour
- Ignore bad behaviour while keeping child safe.
- Change the activity.
- Timely intervention, with what you know works for a particular child
- Visual signs - "Wait"
- Group Activity with child if appropriate

Examples of Unacceptable Behaviour (Serious)/ Challenging Behaviour Definition of challenging behaviour:

"Behaviour within the context of your school, which prevents participation in appropriate educational activities often isolates children from their peers, affects the learning and functioning of other pupils, drastically reduces their opportunities for involvement in ordinary community activities, makes excessive demands on teachers, staff and resources, places the child or other in physical danger and makes the possibility for future placement difficult".

(Harris, Cook and Upton, 1996) in NAMSE: A Nationwide Study of Challenging Behaviour in Special Schools in Ireland, 2004

Some students may present with unacceptable behaviour of a more serious and sometimes on-going nature. While we accept that these pupils have priority needs in the area of behaviour management and are committed to providing them with the support, planning and procedures which will assist them to overcome their problems we are also aware of the rights of other children and adults in the school to a safe environment which is conducive to learning.

Challenging Behaviours may include:

Acts of physical aggression towards others and/or oneself, e.g. pushing, punching, tripping, kicking, biting, pulling hair, pinching, scratching, threatening, intimidating, hitting out.

Real danger of injury to self and/or others e.g. throwing heavy object with intent to harm, upending chair with intent to injure, climbing on furniture, and jumping from furniture.

Stereotypical/ ritualistic behaviours, throwing down, hand-biting, rocking, pacing, skin picking, slapping, banging, bolting.

General disruption of whatever is going on in the environment e.g. destruction of materials, throwing over tables or chairs, running around, vocalising or shouting loudly.

Disruptive/Dangerous/Antisocial e.g. verbal abuse, screaming, stripping, inappropriate sexual play or activities, smearing, deliberately soiling or wetting, persistent non-co-operation, running away, tantrums.

See attached Appendix 1: Challenging Behaviour Matrix NABMSE and Strategies to deal with the various listed behaviours.

Strategies to deal with Unacceptable Behaviour (Serious)/ Challenging Behaviour

While our preferred aim is to prevent the development of challenging behaviour the following strategies are agreed upon by all staff should challenging behaviour occur:

(During Incident of Challenging Behaviour)

- Managing/diffusing the situation
- Staying calm- in both voice and body language
- Speaking softly, slowing down, keeping instructions short.
- Keeping a safe distance (one metre plus) while ensuring the child's safety.
- Making it clear that the child is being listened to.
- Helping the pupil to identify and express their upset and needs.
- Removing unnecessary demands or requests.
- Giving intermittent eye contact to help reassure
- Avoiding touching the pupil until they have regained control.
- Staying at their level.
- Distract or change the activity to one the pupil likes but not in an obvious way.
- Removing other pupils if necessary.
- Staying near an exit.
- Call for help and ensure that staff work in a co-ordinated manner when assistance arrives.
- Adapt the environment if necessary.
- Allow the child time to recover from incident before moving on.

- Playroom
- If the child is going to harm himself/herself or other pupils or school employees then staff will only intervene physically for the safety of all involved. This intervention will be the same as any prudent parent would apply as part of their duty of care to their child

(After the Incident of Challenging Behaviour.)

- Report incident to Principal and record the antecedents, behaviour and consequences (the a,b,c,) as soon as possible.
- Debrief i.e. talk to the Principal or to a colleague about what has happened and your reactions to it.
- Learn what you can from the situation - discuss and review in line with reflective practice.
- Inform parents by phone or in person of the incident and discuss plans or measures to prevent recurrence. The class teacher will contact the parent (s)/guardian (s)
- Keep an updated record of all serious challenging behaviours. This record will contain the following information
 1. Who was present ?
 2. Location of incident
 3. Event leading up to incident
 4. What happened in incident
 5. Action taken
 6. By whom ?
 7. When and how the parents/guardians were contacted Accident Report to relevant authorities

(Blank Templates of Accident Report forms are kept outside the staffroom.)

- A pupil may be suspended from school if it is deemed necessary.
- Staff may require more human resources to minimise time spent with a child.
- Staff may seek a medical or psychological professional input
- A Case Conference may be called by principal in consultation with the teachers and/or multi-disciplinary team to discuss matter with all relevant personnel and parents.
- Individual Behaviour Support Plan for pupils who are in need of support to be drawn up in conjunction with staff, parents and St Paul's Service
- The School Inspector may be contacted by Principal for advice and guidance.
- The INTO may be contacted for information and support.
- A request may be made for further professional training and development.

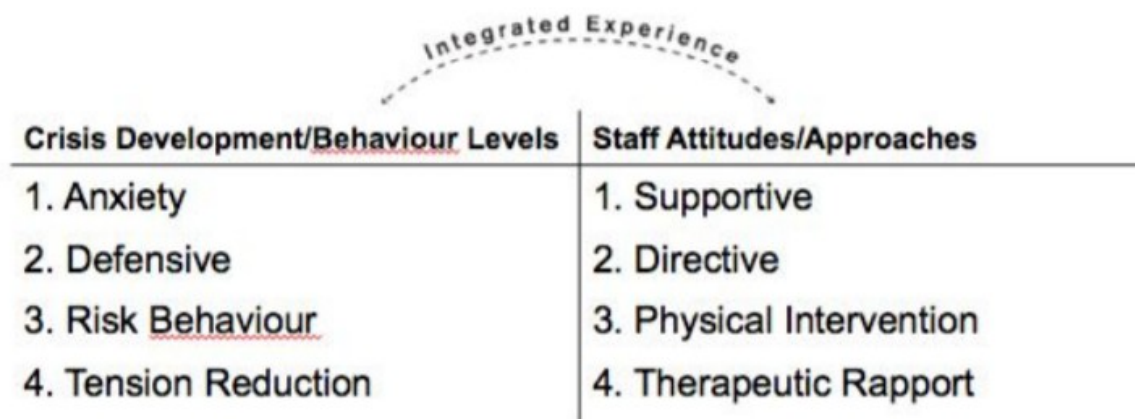
Management of Actual or Potential Aggression (MAPA)

The Management of Actual or Potential Aggression (MAPA) programme, developed by the Crisis Prevention Institute (CPI) will be used as an approach to manage serious incidents of defensive and risk behaviour that can cause barriers to learning and/or social inclusions.

The MAPA programme has been designed to enhance understanding and management of difficult situations and aims to ensure that everyone involved can maintain the Care, Welfare, Safety and Security of all involved. The ultimate focus of MAPA training is to ensure that staff gain the essential knowledge, skills and confidence to prevent, decelerate, and de-escalate difficult situations so that restrictive practices can be avoided. Additionally, the training will ensure that staff have the necessary skills to manage risk behaviour when it does occur, using a range of MAPA physical interventions that aim to minimise risk to the student and others.

Every effort will be made to resolve conflicts positively and without risk to students, visitors, staff, property or the environment. Many situations can be defused. The CPI Crisis Development Model forms the foundation of the MAPA programme and connects the programme to the philosophy of Care, Welfare, Safety and Security. The model represents a series of recognisable behaviour levels and the corresponding staff attitude/approach used to de-escalate the situation.

The CPI Crisis Development ModelSM



Crisis Development/ <u>Behaviour Levels</u>	Staff Attitudes/ <u>Approaches</u>
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. <u>Risk Behaviour</u>	3. Physical Intervention
4. Tension Reduction	4. Therapeutic Rapport

The model identifies that once anxiety behaviours (a change in behaviour – pacing, fidgeting, change in form) are recognised staff can respond in a supportive manner in order to move into tension reduction without the behaviours escalating to defensive or risk behaviour. Likewise, the model identifies that once defensive behaviours (beginning to lose rationality – shouting, refusal, throwing) are recognised staff can respond in a directive manner in order to move to tension reduction without the behaviours escalating to risk behaviour.

However, a very small number of incidents may continue to escalate, and, as a last resort and in proportion to the level of behaviour, the staff members may ascertain that the incident is of such an actual risk as to warrant the use of MAPA physical intervention so to protect the safety of the student involved, as well as the safety of other students and staff. Physical interventions deemed appropriate in our school setting are disengagement techniques. These will be taught and assessed on MAPA training days. There will be opportunities throughout the school year to refresh these skills.

Risk Behaviours

Risk behaviour are behaviours that can present as an actual risk to the student involved or others. These may require the use of MAPA physical intervention as a last resort, in proportion to the level of behaviour and for the shortest amount of time. Risk behaviours include:

- Assaults on others including but not exclusive to, pushing, grabbing, hitting, kicking, scratching, biting, head butting, hair pulling where there is an actual risk to the student or others
- Inappropriate body contact – with adult/peer or object and can include a student pressing or rubbing his/her genital area repeatedly against a person or object
- Self-injurious behaviours such as where there is an actual risk to the student
- PICA – (ingesting non-edible items) where there is a risk of choking
- Absconding where there is an actual risk to the student

If a student is presenting with extremely risky behaviour and an area is deemed unsafe for the student, physical intervention may be used as a last resort and for as short a period as is necessary to guide the pupil to a safe location. For example, when on community outings, if a student attempts to move onto the road, he/she will be guided physically to the path.

When an incident has concluded, it is recommended that the student and staff involved avail of an appropriate break if they choose and resume duties following a consultation with the Principal. If it is not possible to have a consultation with the Principal at the time, this consultation should take place by the end of the same day.

If an injury has occurred which causes a staff member to be absent for more than three days, the school is legally obliged to make a report to the Health and Safety Authority.

Each incident will be reviewed at a meeting with participating staff and the Principal if the participants or Principal consider this necessary.

Disciplinary Procedure

If a pupil misbehaves on a continuous basis, or if there is a serious incident of misbehaviour, it may be necessary to suspend a pupil. The Health and Safety of staff as well as the Health and Safety of pupils will be taken into consideration when deciding on a particular course of action.

1. Parent is invited to discuss the matter with the class teacher and the principal

2. If suspension is being invoked, the parent is informed, and then confirmation of the duration of the suspension is provided in writing.
3. The maximum period of an initial suspension is three school days
4. A special decision of the Board of Management is necessary to authorise a further period of exclusion up to maximum of ten school days to allow for consultation with the pupil's parents. In exceptional circumstances, the Board of Management may authorise a further period of exclusion in order to enable the matter to be reviewed, and following a Case Conference involving the interested parties, a pupil may be allowed to attend school for only part of the day.

Suspension

The principal shall inform the education welfare officer, by notice in writing, when a student is suspended from a recognised school for a period of not less than 6 days. (Sections 21(4) a)

Circular 20/90 states that 'Parents should be informed of their right to come to the school and be invited to do so in order to discuss the misbehaviour with the Principal Teacher and/or the class teacher. This should always be done when the suspension of a pupil is being contemplated'.

Set out the school's procedure in relation to suspension and expulsion. The following steps could be used as a guide:

- Gross misbehaviour may warrant suspension
- The Board of Management has sole responsibility for suspension and expulsion
- All procedures to exclude pupils will have due process and fairness.
- All other means of dealing with the behaviour been tried
- There will have been previous communication with parents regarding misbehaviour
- Parents will invited to the school to discuss the intention to exclude
- A pupil parents will be asked to collect their child following meeting with the Principal
- If a period of suspension in excess of three days is intended, a special decision of the Board of Management is required (Rule 130, Section 5, Rules for National Schools). Parents may be given the opportunity to be heard by the Board before a decision is reached.
- Where suspension is for a period not less than six days, the Educational Welfare Officer will be notified.

Expulsion (permanent exclusion)

Under the Education Welfare Act, 2000,

'A student shall not be expelled from a school before the passing of twenty school days following the receipt of a notification under this section by an educational welfare officer' (Section 24(4)) It is the right of a Board of Management to take '...such other reasonable measures as it considers

appropriate to ensure that good order and discipline are maintained in the school concerned and that the safety of students is secured.’ (Section 24(5))

Appeals Procedures

Under section 29 of the Education Act (1998) Parents / Guardians (or pupils who have reached the age of 18) 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 a 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 (Curricular 22/02)

Appeals must generally be made within 42 calendar days from the date the decision of the School was notified to the Parents / Guardians.

This policy will be implemented from September 1st 2020. It will be reviewed / amended if necessary. The Board of Management ratified the policy on Date 2020.

All Parents / Guardians of pupils are provided with a copy of this policy on request.

Bullying-refer to the school’s anti bullying policy

Bullying is repeated aggression, either verbal, psychological or physical, conducted by an individual or groups against others.

Isolated incidents of aggressive behaviour, which should not be condoned, cannot be described as bullying. However when the behaviour is systematic and ongoing, it is bullying. It may manifest itself in many forms such as physical aggression, damage to property, extortion, intimidation, isolation, name-calling and “slagging”. At the centre of our school’s response to bullying is the continued development of a positive school climate which focuses on respect for the individual, it is an important element of school policy to raise the awareness of bullying as a form of unacceptable behaviour.

Keeping Records

Challenging behaviour Incident Reports are written in a factual and impartial manner. These records are in line with the school’s record keeping policy and data protection legislation.

Procedures for notification of pupil absences from school

The Education Welfare Act, 2000, Section 23 (2)(e) states that the code of behaviour must specify, “the procedures to be followed in relation to a child’s absence from school.” Section 18 stipulates that parents must notify the school of a student’s absence and the reason for this absence.

School Attendance

The Education (Welfare) Act, 2000 provides a comprehensive new framework for promoting regular school attendance and tackling the problems of absenteeism and early school leaving. Details of pupils who have been absent in excess of 20 days in a school year will be forwarded to the National Educational Welfare Board as the school is obliged to do this.

- The principal writes out to parents in September of each year notifying them of the school's responsibilities under the above Act.
- The school notifies the EWO and fills in required documentation

Reference to other Policies

- The following school policies and procedures have a bearing on the code of behaviour
- SPHE plan
- Anti-bullying
- Enrolment
- Record keeping
- Home / School links
- Health & Safety

Success Criteria

We will know this policy has worked because of

- Observation of positive behaviour in classrooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils

Roles and Responsibility

The Board of Management has final responsibility for this policy following consultation with all partners involved and has approved this policy.

Signed: Paul Burke
Chairperson

Signed: *Adrian Harkin*
Principal

Date Approved: 30th June 2020



Appendix 1 - The Challenging Behaviour Matrix

1	Self Injurious Behaviour:	<p> Skin picking or peeling, scratching, pinching. Cutting, biting, head/body banging, punching, slapping, hitting, kicking self against others and objects </p> <ol style="list-style-type: none"> 1. Take to safe environment and remove potential dangers e.g. shoe, scissors etc 2. Distraction techniques and positive engaging activities of the child, i.e; preferred room, sensory; preferred activity-music etc. 3. Introduce the sensory programme which is already in place by the Occupational Therapist-heavy blanket, weights, pressure points 4. Re-introduce child back to class only when calm and ready to participate <p> Digit chewing, eye gouging, hair pulling, stuffing fingers in body openings, mouthing, eating inedible objects, self induced vomiting, deliberate breath holding. </p> <p> Digit Chewing: 1. Chewy Tubes </p> <p> Eye Gouging: 1. One staff member will stay with the Pupil 2. One staff Member will go to the Principal 3. Principal will seek medical advice 4. Incident will be recorded </p> <p> Hair Pulling: 1. Calm the Pupil & talk to them 2. Comfort the Pupil 3. Take note of cause to prevent future incidents 4. Incident to be recorded </p> <p> Self Induced Vomiting: 1. One staff member to stay with Pupil 2. One staff will clean up bearing in mind health & Safety 3. Principal to be alerted 4. Incident will be recorded </p> <p> Inedible: 1. Encourage Pupil to remove object if in mouth </p>
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	<p>Deliberate Breath Holding:</p> <ol style="list-style-type: none"> 1. Try to calm the Pupil be talking to them - Distract them by giving them activity / food / drink <p>Holding:</p> <ol style="list-style-type: none"> 2. Tickle them. If this isn't working alert Principal.
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2	<p>Aggressive behaviour that physically harms others:</p>	<p>Pinching, biting, and scratching others. Punching/slapping/pushing or pulling. Kicking, head butting people. Pulling hair.</p> <p>Choking / throttling:</p> <ol style="list-style-type: none"> 1. Use verbal / sign / visual / Gestures to say a definite NO. Make clear to Pupil that this is not appropriate behaviour 2. Withdraw self or move injured Pupil. Don't pay too much attention to the incident (as this may cause the incident to be repeated). Do not feed the inappropriate behaviour 3. Remain calm 4. Explain (according to ability) to the Pupil causing the incident why this behaviour is not acceptable 5. later when all is calm Pupil causing injury must apologise 6. Serious injury (cuts etc.) deal with serious injury according to school policy 7. For small incidents keep a brief account in the classroom - bigger incidents recorded in office records <p>Using objects as weapons against people e.g. (Knife or other hand held object).Throwing things at people. Tearing other peoples clothes</p> <p>Stabbing: Physical intervention to prevent further attack</p> <ol style="list-style-type: none"> 1. Distract where possible 2. Call for help 3. Stay calm - talk to aggressor in soothing voice 4. Sound alarm
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3	<p>Non-compliance:</p>	<p>Lying down, disobedience, non co-operation, resistance to teaching or contact with adults. Refusing to do things.</p> <p>Lying Down:</p> <ol style="list-style-type: none"> 1. Ignore/ walk away but observe discreetly 1. Modelling good behaviour and making it seem fun / sing song. (Begin task yourself and encourage child to join in) <p>Resistance to teaching:</p> <ol style="list-style-type: none"> 1. Switch subject matter and then expand when he / she starts to co-operate If resistance is extreme, give space and wait. Remain calm and consistent and avoid escalation / confrontation.
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4	<p>Disruptive, Nuisance or</p>	<p>Shouting, screaming, swearing, verbal abuse and curses. Gestures or threatens harm. Mocking, sneering, deriding, personal targeting.</p>
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	<p>Threatening behaviour to others</p>	<p>Distracted teases, pesters (repetitive), argues, interrupts, and obstructs, nonsensical verbalisations. Set off fire alarm, taking food and/or drink from others.</p> <p>You will probably know the Pupil well and you will have a good idea why they are shouting / screaming etc. Immediate action will be taken based on your previous experience with this Pupil.</p> <p>Depending on the Pupil you might:</p> <ol style="list-style-type: none"> 1. Remove Pupil from the classroom to the quiet room 2. Attempt to distract Pupil with headphones and music they like / a preferred activity they enjoy etc. 3. Give no attention to the behaviour 4. Ascertain why Pupil is shouting / screaming etc in all cases but especially in the case of Pupils who do not usually exhibit this behaviour as something could have happened to the Pupil. <p>Gestures or threatening harm:</p> <ol style="list-style-type: none"> 1. Ignore behaviour while ensuring that all Pupils are safe and no injury can be perpetrated by the Pupil. <p>Sneering, deriding, personal targeting:</p> <ol style="list-style-type: none"> 1. Correct the Pupil. Let Pupil know that behaviour is not appropriate and model a more appropriate response where possible <p>Hypersensitive, unpredictable behaviour:</p> <ol style="list-style-type: none"> 1. Portrayal that this is not appropriate behaviour i.e. list of classroom rules, pecs, verbal instruction in whatever form of communication is necessary 2. Withdrawal of favours i.e. computer time withdrawn from group / whatever works 3. Go to the positive for day - show ideal - verbal / picture of desired Behaviour and praising it i.e. reinforcement chart i.e. if you sit for x no of minutes - get reward <p>Taking food / drinks from others:</p> <ol style="list-style-type: none"> 1. Introduce more a distracting approach i.e. swapping chocolate / tayto's using language <p>Hyperactive:</p> <p>Introduce programme to accommodate the need e.g. do jobs after deskwork</p> <p>Unpredictable table:</p> <ol style="list-style-type: none"> 1. Use equipment / resources to make full - out lens severe plastic cup / small amounts of liquid. Withdrawal of potential missiles etc. Minimise risk - children work in booths - space between students.
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5	Absconding:	Wandering within internal environment or unsupervised area. Running away,
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		<p>trying to, or, absconding from supervised area.</p> <ol style="list-style-type: none"> 1. Communicate with Pupil as to what Pupil is meant to be doing. 2. Escort Pupil back to where they are suppose to be 3. If Pupil is unwilling to respond to direct contact class teacher or Principal, review procedures around that Pupil moving around the school. <p>Running Away etc: Assuming that you are well familiar with the Pupils motive behaviour etc., you might:</p> <ol style="list-style-type: none"> 1. Run after Pupil with purpose of escorting Pupil back to where they should be 2. Call Pupil 3. If Pupil is in a safe environment wait for Pupil to stop running i.e. Deprive of re-enforcer , running after pupil
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6	Psychological Disturbance	<p>Emotional instability, low function tolerance, wants excessive praise and resents attention to others</p> <ol style="list-style-type: none"> 1. Stay calm & keep environment calm if possible 2. Include Pupil in group activities as much as possible 3. Keep Pupil busy 4. When you feel the behaviour is about to occur or when it occurs a swift change of environment may reduce the impact or stop it altogether. 5. All staff working with the Pupil should be aware of the circumstances or conditions that may lead to them displaying this type of behaviour and avoid it where possible 6. Have a reward system that works for the Pupil and a time out corner that they have access to 7. Have lots of variety in their programme 8. Have activities they enjoy programmed into their timetable 9. Allowing them listen to stories or music with headphones cuts them off from stimuli that may agitate them or alternatively allows the Teacher / SNA work with the other Pupils without interruption.
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7	Ritualistic / Stereotypical behaviour	<p>Ritualistic (e.g. closes / opens doors, rearranges furniture, hoards rubbish) and stereotypical behaviour (body rocking, finger tapping, hand waving)</p> <ol style="list-style-type: none"> 1. Keep Pupil constructively engaged where possible. 2. Include time out or personal choice activity between each Teacher, directed activity. 3. Have O.T. advice on S.I. programme or sensory diet that may help. (Chewy Tubes) 4. Have O.T. advice on work station i.e. table / seating for the Pupil. 5. Including some type of relaxation in their day may help - soothing music / music therapy / swimming / reflexology / foot spa etc.
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	6. Remove where possible objects of obsession i.e. lock on press door etc.
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8	Inappropriate Sexual Behaviour	<p>Stripping. Inappropriate exposure of body, masturbation, sexual advances</p> <p>Unsafe sexual behaviour and practices</p> <ol style="list-style-type: none"> 1. Keep hands otherwise engaged where possible 2. Clothes that are not easily removed should be recommended for Pupil i.e. dungarees, belt, leotard etc. 3. If possible don't react to inappropriate sexual behaviour in an obvious way as it may reinforce it - try to distract and transfer their attention onto something more socially acceptable. 4. Seek professional advice (psychologist, O.T)
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9	Destruction of property	<p>Damage to property or school objects.</p> <p>Defaces, vandalises or destroys things e.g. tears, cuts, burns, throw objects</p> <ol style="list-style-type: none"> 1. Place anything that can't be replaced out of reach 2. Keep classroom free of clutter where possible 3. Keep anything that may injure Pupil or other Pupils if used as a weapon out of reach i.e. scissors 4. Be conscious of personal space and be aware of signs of frustration that may lead to this type of behaviour 5. Have a plan in place to summons help and remove Pupil or other Pupils to a safe place 6. Have a reward system where good behaviour is rewarded and acknowledge
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10	Social Inappropriate Behaviour	<p>Defecating, smearing and, deliberate urinating. Soiling, wetting or vomiting when upset. Distressed or agitated. Self induced regurgitation.</p> <p>Stealing, spitting and inappropriate eating habits and eating things (e.g. rubbish, faeces, objects)</p> <p>Assuming you know the Pupil well and have a good idea of what the motivation of Pupil for doing it.</p> <ol style="list-style-type: none"> 1. Correct Pupil. Show Pupil picture of toilet and use the word toilet 2. Remove Pupil to bathroom 3. Use vest / dungarees as preventative measure in future. 4. Clean up classroom 5. Praise Pupil when they use the toilet and keep themselves clean 6. ignore behaviour (not giving a re-enforcer for the behaviour) remove Pupil to bathroom, use vest / dungarees clean up classroom 7. Focus on a positive activity <p>Soiling wetting or vomiting when upset, distressed or agitated</p>
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		<ol style="list-style-type: none"> 1. if you think that behaviour is attention seeking don't give a re-enforcer but find positive things for the Pupil to participate in - swinging in the nest in the playground - using computer etc at another time of the day. 2. Clean up Pupil and Classroom <p>Self- induced regurgitation</p> <ol style="list-style-type: none"> 1. Ignore behaviour do not re-enforce it 2. Clean up Pupil and classroom 3. Have programme of positive re-enforcer made up for Pupils which you reintroduce later on in the day - not at the time of the regurgitation
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11	Substance and alcohol abuse	<p>Drinking alcohol - cider, beer, and spirits on school premises and within school hours.</p> <p>Use of solvents (gas, glue), marijuana (grass, pot) or cannabis / hash, hash oil</p> <ol style="list-style-type: none"> 1. Make sure all dangerous substances are kept behind locked doors. 2. If a Pupil swallows something that could be dangerous <ol style="list-style-type: none"> (a) Call for help. (b) If Pupil is unconscious place in recovery position. (c) Where necessary, administrate first aid but only if u know what you are doing (d) Get professional medical assistance.
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12	Temper tantrums	<p>Outburst of bad temper or petulance</p> <ol style="list-style-type: none"> 1. Ensure safety of children by removing throwable objects from immediate environment 2. Give child space and time to calm down 3. Distract if possible to diffuse tantrum
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13	Passive challenging behaviour	<p>Glaring, refusing to respond, averting gaze, isolating themselves, withdrawal.</p> <ol style="list-style-type: none"> 1. Allow withdrawal for short period then coax back with activity that they enjoy 2. Ignore glaring - don't make eye contact especially if it's used as a threat 3. Respond for them if they refuses to respond - it may help to re-engage them 4. Make note of time & place when this behaviour happens and see if there is a pattern - is it only one person that gets this treatment? Does it happen at a certain time of day when he may be tired or hungry? 5. What's the response to the behaviour? Could this be reinforcing it? 6. If this type of behaviour occurs frequently relevant professional advice should be sought.
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All of the above approaches for managing behaviours may reflect the adoption of MAPA as a whole school intervention programme. All responses to incidents will be reflective of an assessed actual

risk. The minimum level of intervention will be used at all times. The minimum appropriate MAPA intervention will be implemented solely to protect the safety of the student involved, as well as the safety of other students and staff.