STAR OF THE SEA
SANDYMOUNT

CODE OF BEHAVIOUR

Introductory Statement
This Code of Behaviour has been devised by the school principal in consultation with all staff members, the Parents Association and the Board of Management. It was revised during the school year 2019-2020.

Rationale
The Board of Management of Star of the Sea, Sandymount decided to review the Behaviour Policy 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, National Educational Welfare Board, 2008.*

It is a requirement under the Education Welfare Act, 2000, Section 23 (1) which refers to *the obligation on schools to prepare a code of behaviour in respect of the students registered at the school.* It details in Section 23 (2), that the code of behaviour shall specify:

A. The standards of behaviour that shall be observed by each student attending the school;
B. The measures that shall be taken when a student fails or refuses to observe those standards;
C. The procedures to be followed before a student may be suspended or expelled from the school concerned;
D. The grounds for removing a suspension imposed in relation to a student; and
E. The procedures to be followed in relation to a child's absence from school.

Relationship to Characteristic Ethos
Star of the Sea BNS seeks to enable the child to develop according to his potential in a caring environment, where each boy's individual talents are nurtured and valued. The prevailing atmosphere is created by the actions and behaviours of everyone in the school. The behaviour of adults in a child's life, including parents and teachers, is typically a significant influence on how the child acts.

It is written in our school Mission Statement that the school 'strives to provide a structured, caring, happy and secure environment where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed.' Our Code of Behaviour, if observed and respected, will help to maintain such an environment.

Aims
In devising this code, consideration has been given to the particular needs and circumstances of this school. Our aims are as follows:

1. To ensure an educational environment that is guided by our mission statement;
2. To promote positive behaviour and self-discipline recognising the differences between children and the need to accommodate these differences;
3. To create an atmosphere of respect, tolerance and consideration of others;
4. To enhance the learning environment and allow the school to function whereby children can make progress in all aspects of their development;
5. To ensure the safety and well being of all members of the school community;
6. To assist the parents and children in understanding the systems and procedures that form part of the Code and to seek their co-operation in the application of these procedures;
7. To ensure that the system of rules, rewards and sanctions are implemented in a fair and consistent manner throughout the school.

Guidelines for Behaviour in the School
The school recognises the variety of differences that exist between children and the need to accommodate these differences. A strong sense of community surrounding the school and a high level of co-operation among staff and between staff, parents and pupils is necessary to foster and maintain the excellent standards of behaviour that we seek at all times.
Every effort will be made to ensure that the Code of Behaviour is implemented in a reasonable, fair and consistent manner. The limits of behaviour are clearly defined and pupils will become familiar with the consequences of behaviour beyond these limits. The major principle governing this code is respect - respect for ourselves and others and for their property.

The school expects the highest standard of behaviour from its pupils including the following:

- Each pupil is expected to be well behaved and show consideration for other children, teachers and other adults involved in the school community.
- Each pupil is expected to attend school on a regular basis and to be punctual.
- Each pupil is expected to do his best both in school and in the approach to tasks that are assigned for completion in the home.
- Each pupil is expected to show respect for the property of the school, other children's property and their own belongings.

A positive behaviour approach has been adopted throughout the whole school, based on the Mosley Quality Circle Time model. This approach promotes positive behaviour through a consistent and effective whole school model. It is a "joined- up" approach to behaviour management, running throughout the school, that children can understand from an early age.
Circle time sessions are a democratic system of speaking, listening and enjoyable activities held in a supportive and inclusive environment.
The school is introducing the Paula Barrett 'Friends' resilience programmes ('My Fun Friends' and 'Friends for Life') during the 2019/2020 academic year. It is envisaged that by 2022, each child in the school will have been taught a 'Friends' programme at least once.
As well as promoting resilience and wellbeing, these programmes will reinforce strategies for encouraging fair behaviour among peers and discouraging negative behaviours.

School Expectations
It is expected of our pupils that they will adhere to the following standards at school:

1. **We are kind**
2. **We are honest and fair**
3. **We listen to others**
4. **We show respect for ourselves and others**
5. **We take care of property**
6. **We try our best**
7. **We walk calmly and quietly in our line**

Each class is required to draft their own class standards or charter. Through consultation and discussion within the class, the charter will reflect the age and maturity levels of the pupils. These rules will be kept to a minimum, they will be recorded in simple language and they will be stated positively, reminding pupils of what to do rather than what not to do. The standards will be referred to regularly and will form part of SPHE lessons. The charter will be displayed on the wall in the classroom.

Whole School Approach to Promoting Positive Behaviour
The Board of Management and the Principal have overall responsibility for the implementation and on-going monitoring of this policy. However, all staff members have responsibility for their own classes and for the general school population when on yard duty or on any organised out-of-class activity. Pupils have a role to play through the school council. Parents or other members of the school community may make comments or suggestions through their representatives on the Board of Management or directly to the Principal. The school values the support and co-operation of parents in the promotion of this strategy.

The standards and rules as set out in the Code of Behaviour apply in any situation where the pupil, although outside the school grounds, is still the responsibility of the school. Examples include school tours, games and extracurricular activities and attendance at events organised by the school.

Promotion of positive behaviour is done very effectively at weekly assembly when the school rules are restated and good behaviour is highlighted and acknowledged. Disciplinary issues may also be discussed and addressed at the whole school level.

It is the policy of this school to actively promote good behaviour. Children learn best by being rewarded. It is more positive to praise a child doing the proper thing than to constantly scold the child who misbehaves. As part of our on-going efforts to promote positive behaviour, time will be allocated as necessary for discussion regarding the implementation of the code.

Teachers will use various strategies to promote good behaviour, including:

- Acknowledgement of rewards, for example – merit stamps, merit stars, homework pass, treats, class video, extra computer time, quiz, class outing.
- Class privileges (special tasks to do in the class: e.g.(classroom organization jobs)
- Boy of the week
- A treat for all children who have no entry in class/yard book on a monthly basis
- Golden Time (30 mins on a weekly basis)
- Praise for specific acts of good behaviour
- Feedback to parents of good behaviour – verbal or written in pupil's homework journal.

Praise may be given by means of any one of the following:

- A quiet word or gesture to show approval;
- A comment in a child's exercise book;
- A visit to another class, to another member of staff or to the Principal for commendation;
- A word of praise in front of a group or the class;
- A reward system – student of the week/occasional treats;
- Special mention at assembly (Boy of the week in junior school and subject pass for senior boys);
- Delegating some special responsibility or privilege;
- A mention to parents - either written or verbal communication;
- End of year prize giving

To facilitate new members of staff in becoming familiar with practices at the school, discussion regarding the implementation of the code will always form part of the first staff meeting held each September. A copy of the code will be included in the teachers' folder on the common server. The code will also be given to parents whenever they enrol a child in the school and is also available on the school website, www.staroftheseа.ie

Sanctions

In certain situations, it is necessary for school staff to issue sanctions to pupils. In doing so, the staff are informed by the National Educational Welfare Board document 'Developing a Code of Behaviour: Guidelines for Schools' (p. 53), where it is stated that *a sanction should:*

- *Defuse and not escalate a situation*
- *Preserve the dignity of all the parties*
- *Be applied in a fair and consistent way*
- *Be timely*

The following strategies may be used to manage and minimise misbehaviours as categorised elsewhere in this policy document. Sanctions are applied having regard to the nature, frequency and seriousness of the behaviour, the age and needs of the pupil, and the context in which the behaviour occurred:

- Reasoned discussion with the pupil, including clarification of expectations and consequences.
- Verbal reprimand delivered calmly and respectfully, with guidance on how to improve behaviour.
- Temporary separation from the group or temporary placement in another classroom.
- Completion of additional or restorative work where appropriate.
- Completion of a reflection sheet (signed by parent/guardian and retained by the class teacher), where appropriate.
- Recording of the incident in the class record, yard book or discipline book.
- Communication with parents/guardians (verbal or written).
- Invitation to parents/guardians to meet the class teacher where behaviour persists, to agree on consistent home–school supports and approaches.
- Withdrawal of privileges, including participation in Golden Time.
- Where misbehaviour during yard time has presented a risk to the safety or well-being of the pupil or others, access to designated play areas may be temporarily restricted. The pupil will remain under direct staff supervision in an alternative designated area for part or all of the break period. This measure constitutes a proportionate sanction in response to a breach of the Code of Behaviour. It is not intended to operate as an additional supervision arrangement or as a behaviour support provision.
- Confiscation of a smartphone or prohibited device, to be returned only to a parent/guardian.

- Referral to the Principal. In cases of serious or gross misbehaviour, parents/guardians may be invited to meet the Principal in the first instance.
- Detention during break times (e.g. yard time-out, walking with a supervising staff member, or spending break times in a separate yard from that of peers).
- Compulsory attendance at a supervised Friday afternoon work session, where appropriate.
- Formal written communication to parents/guardians.
- Formal report to the Board of Management, at the discretion of the Principal.
- Suspension or expulsion, in accordance with the procedures set out in *Developing a Code of Behaviour: Guidelines for Schools* (NEWB, 2008) and relevant legislation.

Note:

The nature of the behaviour and the age of the child will determine the precise sequence of the sanctions employed. The Principal and class teacher will use their expertise, first-hand knowledge and professional experience to determine the sequence in which these sanctions will be implemented.

Misuse of Technology and Online Networks:

The Board of Management recognises the harm that can be caused by the creation (without permission, adult supervision or consent) of digital artefacts by children among themselves. The Board seeks to minimise the exposure of Star of the Sea pupils to this particular form of harm to the greatest degree possible.

Teachers will emphasise the aspects of the SPHE curriculum that refer to internet safety. The webwise.ie website, which has been recommended by the school's appointed NEPS psychologist will be used as a learning resource while teaching on the subjects of internet safety, social media, image sharing and consent.

The following breaches of the Code of Behaviour will be regarded as Gross Misbehaviour:

Bringing a mobile phone onto the site and premises without written permission from a parent or guardian.
Having possession of a camera (suitable for capturing still images or motion images), audio recorder or device capable of capturing photographs, video footage and or audio recordings while on the school site and premises and the grounds of St. Mary's Star of the Sea Church. Such prohibited devices include smartphones, smart watches, other wearable technologies and standalone devices.
Capturing video, audio or photographic digital content without permission while on the grounds or premises of Star of the Sea BNS and the grounds of St. Mary's Star of the Sea
Church.
Posting motion video, audio or still photographs featuring staff or pupils of Star of the Sea BNS to the internet.
Posting digital materials online that can be reasonably interpreted as having damaged the reputation of Star of the Sea B.N.S. among the local community and/or wider community.
Sharing motion video, audio or still photographs featuring staff or pupils of Star of the Sea BNS via internet-based networks such as social media Apps. Re-sharing such digital content as has been previously posted online constitutes a breach of this standard.

Due to the Board's cognisance of the harm that may be caused by breaches of the Code of Behaviour with regard to the creation, posting and sharing of digital artefacts, the Board expects that pupils who engage in the abovementioned gross misbehaviours will receive sanctions that are appropriate to the elevated levels of harm caused. Sanctions up to and including suspension and expulsion may be imposed in proportion to the extent of the gross misbehaviour.

Classification of Misbehaviours

Misbehaviour falls into one of three categories: minor, serious or gross. Teachers and/or the Principal will make judgements based on a common-sense approach having regard to the age or vulnerability of the child and the gravity and frequency of any misbehaviour. Pupil's conduct will be taken into account when they are present in the school, on school grounds and/or in school uniform.

Note: all incidents of bullying will be dealt with as outlined in the school's Anti-bullying policy (See separate policy).

Note: Behaviours that undermine the school's efforts to successfully implement its COVID-19 Response Plan will be regarded as acts of minor, serious or gross misbehaviour.

Misbehaviours are categorised and described as follows:

Minor Misbehaviour

The following are examples of minor misbehaviour:

- Interrupting the work of the group or class.
- Running in the school building.
- Littering around the school.
- Being discourteous or unmannerly.
- Not completing homework without good reason (to include a note from a parent/guardian)
- Inappropriate behaviour or gestures
- Roughness and lack of consideration for safety in the school yard and premises.
- Talking out of turn.
- Not adhering to physical distancing measures.
- Using Language relating to COVID-19 to tease or verbally provoke another pupil.

Serious Misbehaviour

The following are examples of serious misbehaviour:

- Persistent disruption of teaching and learning.
- Telling lies
- Stealing
- Behaviour that is hurtful, including harassment, discrimination and victimisation. Incidents of alleged bullying will be dealt with in accordance with our school's Anti-Bullying Policy.
- Persistently not working to full potential
- Damaging property
- Addressing a staff member with disrespectful words or tone.
- Endangering self or fellow pupils in the class or the yard
- Persistently exhibiting roughness and lack of consideration for safety in the school yard and premises.
- Using profane words.
- Activating and using a mobile phone during school hours, while on the school premises or on a school-related outing.
- Deliberate, persistent disobedience of teaching staff.
- Repeated instances of non-adherence to physical distancing and/or unkind comments relating to COVID-19.
- Deliberate non-adherence to cough, sneeze or tissue etiquette.

- Deliberate interference with school equipment that has been installed as part of the COVID-19 Response Plan.
- Deliberate interference with personal belongings of fellow pupils (such as hygiene kits) that are retained as part of the school's COVID-19 Response Plan.
- Deliberate and persistent refusal to cooperate with the classroom hand hygiene procedures.

Gross Misbehaviour

Physical assault on another pupil, a teacher or any individual which is part of the school community:

- Persistent Serious Misbehaviour
- Punching
- Kicking
- Spitting
- Biting
- Placing a person in a neck lock
- Tripping a person intentionally
- Pushing to cause harm
- Stomping or stepping on another person
- Other physical actions undertaken deliberately, leading to discomfort, pain or injury on the part of another member of the school community
- Any conduct which can be reasonably interpreted as having damaged the reputation of Star of the Sea B.N.S. among the local community and/or wider community.
- Deliberate coughing into the personal space of a fellow pupil or staff member
- Bringing a mobile phone onto the site and premises without written permission from a parent or guardian.
- Having possession of a camera (suitable for capturing still images or motion images), audio recorder or device capable of capturing photographs, video footage and or audio recordings while on the school site and premises and the grounds of St. Mary's Star of the Sea Church. Such prohibited devices include smartphones, smart watches, other wearable technologies and standalone devices.
- Capturing video, audio or photographic digital content without permission while on the grounds or premises of Star of the Sea BNS and the grounds of St. Mary's Star of the Sea Church.
- Posting motion video, audio or still photographs featuring staff or pupils of Star of the Sea BNS to the internet.
- Posting digital materials online that can be reasonably interpreted as having damaged the reputation of Star of the Sea B.N.S. among the local community and/or wider community.
- Sharing motion video, audio or still photographs featuring staff or pupils of Star of the Sea BNS via internet-based networks such as social media sites and Apps. The re-sharing of such digital content as has been previously posted online constitutes a breach of this standard.

Verbal assault on another pupil, a teacher or any individual which is part of the school community:

- Use of threatening language and/or gestures
- Racial slurs
- Sexist remarks
- Name calling and/or use of demeaning language

Use of anything that constitutes a weapon (for example scissors) towards another pupil, a teacher or any individual which is part of the school community.

The School Discipline Committee

The school's Discipline Committee is a four-person group comprised of the Principal, Deputy Principal and two members of the teaching staff. The Committee will periodically review standards of behaviour in the school. The Committee will maintain vigilance with regard to aspects of the school experience where standards of behaviour could be improved. The Committee will consider entries in the school discipline books, yard books and incident forms. The Committee will be consulted in relation to certain disciplinary matters where the impact of concerning behaviour is affecting more than one class group. The recommendations and conclusions of the committee may be considered by the Board of Management in the Board's decision-making process.

Recording Incidents of Misbehaviour

Each teacher will use her/his professional judgement in deciding if a record should be made of a particular misbehavior. Teachers will record information relating to misbehaviour in their record book for the academic year.

Teachers will also record instances of misbehaviour in Yard Books, should the behaviour take place during a break time.

Following an incident of gross misbehaviour or an incident of serious misbehaviour that forms part of a pattern, the class teacher will complete a 'Pupil Incident Record Form'.

In the event of an assault of a member of staff, an 'Assault on Staff Incident Form' will be completed.

Incident Record Forms and Yard Books (when not in use) will be stored securely in the Principal's office.

Dealing with Gross Misbehaviour and repeated acts of Serious Misbehaviour

For gross misbehaviour and/or repeated incidences of serious misbehaviour, suspension will be considered. Suspensions issued will be in accordance with the N.E.W.B. document, *Developing a Code of Behaviour Guidelines*, *2008* as set out in sections 10.3 and 10.4 as well as Section 23 of the Education Welfare Act.

Concerning acts of gross misbehaviour or repeated acts of serious misbehaviour, members of the school's discipline committee may meet with the child and discuss his actions with him.

Where there are repeated incidents of serious and/or gross misbehaviour, the Chairperson of the Board of Management will be informed and the child's parents/guardians will be requested in writing to attend at the school to meet the Principal and/or the Chairperson.

If the parents/guardians and pupil do not give a satisfactory undertaking that the pupil will behave in an acceptable manner in the future, the pupil may be suspended for a temporary period.

The Board of Management holds that parents must have responded to formal written correspondence *within five working days of initial written communication from the school*. If following reasonable attempts at communication (through various means available), the school is unable to make contact with parents/guardians then a final registered letter will be sent to the home address on file. This letter will specify the exact nature of the school's concerns in relation to behaviour and will contain a final request for a meeting. If no return contact is received after five working days, the Principal will proceed with the expedition of sanctions up to and including suspension and expulsion.

In the case of gross misbehaviour, where it is necessary to ensure that order is maintained, and to secure the safety of pupils, the Board shall authorise the Chairperson or Principal to sanction an immediate suspension, in advance of a subsequent hearing of the matter with the child's parents/guardians.

Suspension

Suspension is defined as *"requiring the student to absent himself/herself from the school for a specific, limited period of school days" (NEWB, Developing a Code of Behaviour: Guidelines for Schools, 2008, p. 70)*

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal

must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal, in consultation with the parents/guardians, the class teacher and (if appropriate) the pupil will facilitate the preparation of a behaviour plan for the pupil. Following agreement as to the plan among the Principal, teacher and parents/guardians, the school will re-admit the pupil formally to the class.

Where a satisfactory resolution of a matter is achieved, a pupil may be re-admitted to school within a suspension period at the discretion of the Chairperson of the Board and the Principal.

Expulsion

The Board of Management has the authority to expel a pupil (see p.81, Developing a Code of Behaviour: Guidelines for Schools) where repeated incidents of gross misbehaviour interfere with the educational opportunities of fellow students or where there is a threat to the health and safety of either students or staff. This sanction would be imposed under the terms of the Education Welfare Act (2000). Suspension/expulsion procedures are to be implemented in accordance with the Education Act (1998).

Appeals

Under Section 29 of the Education Act (1998), parents (or pupils who have reached the age of 18) are entitled to appeal to the Secretary General of the Dept. of Education and Skills against some decisions of the Board of Management, including (1) permanent exclusion from a school and (2) suspension for a period which would bring the cumulative period of suspension to 20 school days or longer in any one school year.

Involving Parents/Guardians in Managing Concerning Behaviour

Parents/Guardians are valued as partners in the school community and as such will be invited to participate in promoting positive behaviour both in school and in the wider community. Class teachers will refer to repeated episodes of minor misbehaviour in the pupil's Homework Journal which parents/guardians are requested to sign each evening. In cases where pupils are required to complete some extra work as a sanction, parents/guardians will be requested to sign the relevant work. Class teachers may occasionally request parents/guardians to visit them in school to discuss some aspect of a pupil's behaviour. The Principal will be informed of these meetings and may be invited to attend. Parents/Guardians are encouraged to make appointments to meet with class teachers and/or the Principal at the earliest opportunity in an effort to prevent any escalation of inappropriate behaviour. The school will remind parents/guardians of the procedures for contacting the school at every opportunity.

Where pupils are found to be involved in more serious misbehaviour the Principal may phone or write to parents/guardians to request them to attend an informal or formal meeting at the school. Class teachers, teachers who have witnessed misbehaviour while supervising on yard duty, and the Chairperson of the Board of Management may also attend such a meeting. The pupil concerned may also attend all or part of these meetings if deemed appropriate.

Children with Special Educational Needs

The Code of Behaviour applies to all children in Star of the Sea B.N.S. However, the school recognises that children with special needs may require support in recognising inappropriate behaviours. Individual behaviour plans will be devised in consultation with the parents, class teacher, SEN team, the Principal and NEPS to ensure that the child receives optimal support.

Procedures for notification of pupil absences from school

Parents must notify the school in writing of a student's absence and the reason for this absence. Parents who are registered users of the school App may use this medium to write such a notice for the attention of the Principal and class teacher.

Emotional and Behavioural Difficulty

The school recognises that the term EBD (Emotional and Behavioural Disorders) covers a wide range of Special Educational Needs. Teachers have a set list of strategies for teaching children with EBD. For a comprehensive list of these strategies, please refer to Appendix A.

Expectations and Responsibilities of Members of our School Community

Students can expect to:

- Be treated fairly and with respect
- Have their individual differences recognised and respected
- Feel safe
- Have positive behaviour affirmed
- Have misbehaviour dealt with appropriately

Students are expected to:

- Attend school regularly and punctually
- Wear the correct uniform
- Do their best in class
- Take responsibility for their work
- Keep the rules of the school
- Help to create a safe positive environment
- Respect all members of our school community
- Respect other students and their learning
- Respect school property, the property of others and their own belongings
- Keep the school environment neat and tidy
- Play fairly, respectfully and safely
- Participate in school activities
- Do their homework to the best of their ability

Staff members can expect to:

- Be treated with respect.
- Receive support from colleagues and the Board of Management.
- Have grievances dealt with according to the agreed procedures as set out in the CPSMA handbook.

Staff members are expected to:

- Support and implement the school's Code of Behaviour.
- Create a safe working environment for all members of the school community.
- Recognise and affirm good work.
- Prepare school work and correct pupils' work.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of concern.

Parents/Guardians can expect to:

- Be treated with respect.
- Have a safe and welcoming environment for their child.
- Receive progress reports in accordance with whole school procedures (P.T. meetings and end of year reports).

Parents/Guardians are expected to:

- Ensure their children attend school regularly and on time and that they are collected from school on time.
- Encourage their children to follow the school's Code of Behaviour.
- Ensure their children wear the school uniform.
- Have their children's belongings clearly labelled.
- Help their children with their homework and ensure it is completed.
- Read communications from the school and respond appropriately.
- Report to the office if calling to the school during the school day for any reason.
- Make an appointment beforehand if they wish to see a teacher.
- Provide notes to explain absences, lateness, early collection, incomplete homework and lack of uniform.
- Inform the class teacher of any change to collection procedure for their children.
- Encourage a positive attitude in their children to school and all members of the school community.
- Cooperate with teachers in instances where their child's behaviour is causing difficulty to others.
- Communicate to the school changes in practice or problems which may affect their child's behaviour.
- Attend meetings at the school if requested.

Reference to other Policies

List and check other school policies that have a bearing on the code of behaviour e.g.

- SPHE plan
- Child Safeguarding Statement
- Anti-bullying Policy
- Enrolment Policy
- Health & Safety Statement
- Special Educational Needs Policy
- Supervision Policy

Success Criteria

This policy will be deemed to be successful when the following are observed:

- Positive behaviour in class rooms, playground and school environment
- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils.

This policy will be reviewed annually or as deemed necessary

Approved by the Board of Management: March 2010
Revised: March 2015
Revised: September 2015
Revised: August 2017
Revised: May 2020
Revised: November 2020
Revised: April 2023
Revised: April 2026

Appendix A

<u>20 Key Strategies for Teaching Children Who Present With Significant Behavioural and/or Emotional Support Needs</u>

1. *Routine:* Provide a structured routine with visual time clock. Ensure consistency across the school with morning/start of class routine. Auditory sound cues may be helpful in addition to visual cues to help students manage their time efficiently. Colour coding for subjects? Post schedule (e.g. on whiteboard) and refer to schedule on regular basis. Routines may take 6-8 weeks to establish or even more for this population of students. Have a class seating plan at all times.
2. *Changes in Routine:* Convey any changes of routine to students as soon as available. The sooner students are aware of changes the more time students have to adjust to the new routine.
3. *Rules need to be explicitly taught.* Telling pupils 'this is the rule' is not sufficient for pupils with EBD or any form of behavioural difficulty. Visuals e.g. photos of 'sitting properly', 'lining up correctly', 'listening attentively' should be used. Teaching rules and good behaviours can be integrated into drama lessons. Situations can be role-played where pupils can take on the role of teacher/pupil. This is an excellent method for reinforcing expected behaviours.
4. *Build self-esteem*. Offer encouragement, look for the positives, small though they may be at first. Be enthusiastic in what you say and do – it is contagious and raises the morale of those around you. Remember the crucial first step is consciously taking a positive, and willing, interest in the child. This involves taking time to listen to the child in order to *build trust*.
5. *Classroom Jobs Chart/Classroom Order Chart:* Classroom jobs offer an opportunity for student to show responsibility. In order to ensure success, make sure students have an opportunity to experience every job. One suggestion is having a chart with each student's name and according job. Every week rotate the jobs. The list can double as the order in which students line up or choose preferred activities. Students with behavioural and/or emotional needs tend to be competitive and can need specific procedures informing the order students line up and choose activities.
6. *Logical Consequences:* Students must fix what they break. If a student pushes over a desk, he or she must pick it up. If a student runs in the hall, she must practice walking the correct way. If the student talks during the lesson, student must make up the work on his time. Be consistent with consequences so students know what is expected of them. Consistency across the school in addressing behaviour is also crucial.
7. *Collect data on Behaviour.* It is crucial to keep detailed notes on incidents of misbehaviour, including what happened just before the behaviour and how the situation may have escalated. This can help to identify the trigger for a particular behaviour. Keeping a log of instances of good behaviour also works well to identify over time which occurences/situations/environments lead to particularly positive behaviour from the child. When collecting behaviour data, note
    - Frequency of particular behaviours
    - Duration of behaviours (more than just a 'bad day')
    - How general are the behaviours?
    - How intense are the behaviours?

Develop an Individual Behaviour Plan if a pattern of behaviours is noted. This is completed in consultation with the class teacher, Principal, parents and Learning Support Teacher or Psychologist if applicable.

8. *Target Behaviors:* After taking data on students' observable behavior, determine which behavior or behaviors to direct attention. Work with student to develop a plan to replace undesirable behavior with a more suitable behavior. If student throws desks and pencils when angry, have student work on communicating anger to an adult or trusted peer and how to be assertive without being aggressive.
9. *Small Flexible Grouping:* Students with behavioural and/or emotional needs may have difficulty establishing relationships with peers. Abusive language and other behaviors may interfere with learning. Smaller groups decrease distractions and student-to-teacher ratio. Differentiation of instruction is more manageable with smaller groups.
10. *Audience:* During a serious behavior episode, the most effective strategy may be to remove the audience. The audience typically is other peers but may be other adults. The audience can be removed by moving the student if he or she is willing. However, moving the audience may be necessary in some cases. Develop a procedure with your class which will function as an "everybody out" drill. Behaviors amplified with an audience may be reduced or completely stopped when an audience is removed. Alternatively, the spot may be used after a behavior occurs to give the student a chance to refocus.
11. *Choices:* Students may frustrate easily when doing work. Giving students an option of when to complete the work is a powerful tool. For example, a teacher may say, "You need to get this done today. Would you rather do it now or during your free time?"
12. *Do not excuse any behaviour because he has difficulties with emotional and/or behavioural regulation.*
13. *Time Out/ Cooling Off Tim*e. 5 minutes should be enough. 10 minutes should be absolute maximum amount of time which should be allowed for 'cooling off'. This generally has a shelf life of 2-3 occasions before losing effectiveness as a disciplinary technique. This time can be used for reflection.
14. *Effective Questioning*. If you use a question, never use 'why' e.g. Why are you talking? Why are you shouting out? Or 'Are you talking down there?' The child either cannot reasonably answer this or else it's a pointless question. Use direct questions only…what/where/when. Use approaches and terminology such as 'John, you're talking. Do you remember our rule about chatting during quiet time?' or 'I'm speaking with you in a respectful tone of voice and I expect you to talk to me in a respectful tone'.
15. *Communicate calmness at all times*. Remember: the first person to calm in an emotionally fraught situation is yourself.
16. *Avoid an over-stimulated classroom environment*. Children requiring behavioural and/or emotional supports should not be seated next to windows or doors or near areas with a lot of footfall. Minimise too many bright colours and clutter in the room. In a classroom where an SNA is present, be conscious of two people moving around at the same time, speaking to each other, etc.
17. *Tactical ignoring*. Tactically ignore the secondary behaviour but not the primary behaviour e.g. The pupil has hit another child on yard. This behaviour must be dealt with. However, as this behaviour is being dealt with, we tactically ignore secondary behaviours such as sulkiness, attitude or tone of voice. Addressing all these behaviours leads to an escalation of the situation and confusion in the child's mind over which behaviour is being addressed.
18. *'Separate the behaviour from the person'.* This is difficult when a child's behaviour is rude, arrogant, uncooperative, hostile or aggressive. As teachers, we need to advocate appropriate discipline and consequences for disruptive or wrong behaviour. However, we should not hold grudges, but rather repair, rebuild and move on with the child, work with the child within.

19. *Allow feedback from the pupils themselves*. As well as reflection by the pupil on his behaviour, this also includes giving opportunities for the greater student body, perhaps through the school council, to discuss and make recommendations about behaviour, including bullying, and the effectiveness of rewards and sanctions.
20. *Do not think you can always handle the situation on your own.* The support of colleagues is a crucial factor in all that we do to enable, and work with, challenging children and their families.

Appendix B: Policy on Supporting Children's Behaviours of Concern

1. Rationale and Policy Considerations

Star of the Sea Boys National School requires a policy that supports all children's positive behaviour. To achieve this, it is essential to ensure that the physical, emotional, social and general wellbeing of all of the children attending the school is positively supported in a happy, safe, well-planned and controlled environment.
It is very important for children to be able to: relate well to other children and adults; make friends and get on with others; feel secure and valued; explore and learn confidently and feel good about themselves.

The approaches for supporting children when their behaviour is challenging, in ways that are appropriate for their age and level of development, must also be set out.
Pupil and Staff wellbeing is at the heart of this Policy. Inclusive practices and a safe physical and emotional environment are of greatest importance for all pupils.

2. Legislation and Regulatory Requirements

Pupil's Needs
This policy is to ensure that staff allow pupils the freedom and scope to learn in a well-planned, well-resourced and well-ordered environment and to test the limits of their bodies to learn what they are capable of while receiving the support, guidance and understanding that will help pupils learn how to manage and regulate their own behaviour in ways that are appropriate for their age and level of understanding.

- To be able to do this within reasonable and appropriate limits for their own and others' safety and wellbeing.
- To be supported to learn how to understand their feelings and learn how to express them in appropriate, acceptable and safe ways.
- Pupils need to learn how to manage conflict positively.

Parents'/Families' Needs
Parents/guardians need:

- To know that their child's needs will be appropriately met and their child's development will be supported in positive, supportive and constructive ways.
- To know that their child will be safe and happy.
- To know that they will be involved in decision-making about how their child's social, emotional and behaviour skills are being supported and developed and that the school will contact them, and work in partnership with them, in the event of any challenging or concerning behaviours being observed.

Staff Needs
Staff members need:

- To have clear policy and procedural guidance on what the school's approach is to supporting children in their social, emotional and behavioural development.
- To be clear on what are and are not acceptable ways of responding to behaviours that they may find challenging.
- To know what is expected of them in relation to working in partnership with parents/guardians to ensure that children receive a consistent and shared approach to supporting them with developing their behaviour skills.

Management Needs
Management needs:

- To ensure that parents are clearly informed about the school's approach to supporting their children's social, emotional and behavioural development.
- To know that the school's expectations in respect of how staff members work with the children in partnership with their parents/guardians are clearly outlined for all staff members to follow.
- To ensure that the regulatory requirement to have a policy on managing behaviour is adequately met.

National Quality Frameworks
Tusla Quality and Regulatory Framework
Aistear: The Early Childhood Curriculum Framework
Early Years Education focussed Inspection (EYEI) Framework (Department of Education and Skills)
The Crisis Prevention Institute (CPI Training) on Safety Intervention.

3. Characteristics and Prevalence

Characteristics and behaviours associated with emotional disturbance and/or behavioural problems may include aggressive or anti-social behaviour, inattentiveness, distractibility and impulsiveness; impaired social interactions; general inability to cope with the routine of daily tasks; obsessive and repetitive behaviours; attention-seeking behaviours such as negative interactions or a poor attitude towards work, peers or teachers; and depressed behaviours such as withdrawal, anxiety or mood swings
(Signposts, 2009).

4. Policy Statement
We inform parents/guardians about this policy on enrolment and seek information from families about the behaviour guidance strategies they use at home.
We recognise that it is important to understand the expectations of parents/guardians regarding our approach to behaviour guidance in the school. We do our utmost to keep open lines of communication with families on an ongoing basis.
Star of the Sea Boys National School's approach to supporting and promoting pupils' positive social, emotional and behavioural wellbeing is reflective of up-to-date professional practice.
Our approach to supporting pupils with their social, emotional and behaviour skills is to ensure as far as possible that pupils are kept comfortable, relaxed, happy and engaged in play and other activities while the adults model positive ways of relating to them and each other. We recognise the need to understand pupil's behaviour as a form of communication and to consider what might be triggering the behaviour and what the pupil is communicating. Pupils will be supported to learn how to express their feelings in appropriate ways and helped to learn how to deal positively with conflict.
The methods of dealing with challenging, unsafe or disruptive behaviour in this school will be those that help pupils to develop self-regulation and are developmentally appropriate. When we work to promote positive behaviour with pupils, we are aware of the theory of child development. Only positive approaches to guidance are used, including logical or natural consequences applied in problem situations, redirection, anticipation of and elimination of potential problems and encouragement of appropriate behaviour.
Corporal punishment is prohibited as are any practices or the threat of any practices that are disrespectful, degrading, exploitative, intimidating, emotionally or physically harmful or neglectful.
Staff interactions with pupils are aimed at promoting pupil well-being and development. This includes social and emotional development. Adequate and appropriate stimulation is provided for each pupil and any inappropriate or challenging behaviour is dealt with sensitively and appropriately without threats or punishment.

While staff are aware of and respect individual pupil and family backgrounds and beliefs, it may sometimes be necessary to balance these with our knowledge of developmentally appropriate practices and current best practice recommendations from recognised appropriate authorities, in the best interests of the child.

5. Procedures & Practices

It is essential for all staff to understand that there are many influences on a child's behaviour.

The National Education Psychological Service (NEPS, 2010) define behavioural, emotional and/or social difficulties (BESD) as 'difficulties which a young person is experiencing which act as a barrier to their personal, social, cognitive and emotional development. These difficulties may be communicated through internalising and/or externalising behaviours. Relationships with self, others and community may be affected and the difficulties may interfere with the pupil's own personal and educational development or that of others. The contexts within which difficulties occur must always be considered, and may include the classroom, school, family, community and cultural settings.

The role that families play, especially parents/guardians, is crucial to the success of the behaviour guidance approach at Star of the Sea Boys National School.

Parents/guardians will be provided with regular opportunities to contribute to the school's general approaches to promoting positive outcomes for children as well as the development and review of their own child's individual care and education plan.

The Role of the Adult

Adults who are kind, patient, and firm help children to learn that it makes sense to act in certain ways. Behaviour guidance based on trust, respect, kindness and consistency helps children to build self-esteem and self-discipline. Adults can help children to avoid inappropriate behaviour by helping them to understand rules and guidelines. When a pupil does something inappropriate, adults can help them look at the consequences of their actions and think about what they can do to make things better. Adults always need to consider whether a pupil may have some unmet need that is leading to inappropriate behaviour and look at ways to address this in addition to helping the pupil with managing their behaviour.

- Staff interact frequently with the pupils in a calm, friendly, positive and respectful manner.
- Staff are available and responsive to the pupils.
- All pupils regardless of race, religion, family background, culture, gender or ability are treated with respect and consideration.
- Independence is encouraged and scaffolded, as pupils are ready.
- Pupil's efforts, achievements and feelings are acknowledged and given sincere encouragement leading to growth in self-esteem and self-regulation.
- Pro-social behaviours among pupils are recognised and encouraged.
- Staff expectations for pupil's social behaviour are developmentally appropriate – children's level of understanding and maturity are taken into account.
- Pupils are encouraged to communicate feelings, ideas and interests.
- Pupils are distracted from unwanted behaviour.
- When behaviour is unacceptable, staff explain to pupils why it is unacceptable in a way they can understand.
- Pupils need movement and sensory integration activities for their learning and development and are allowed to move freely for a significant part of the day.
- Soft, quiet spaces are provided for children to withdraw comfortably when they are feeling tired or overwhelmed or just want to be alone.

Strategies recommended in *Aistear* and in *SESE Supporting Behaviour Management in Schools (2011)* that we use include:

- Anticipating conflict and supporting pupils in resolving it, coming to the assistance of frustrated pupils and helping them find solutions.

• Modelling social behaviour when interacting with adults and pupils, thus helping them to learn from others' social skills such as taking turns, listening, sharing, asking/gesturing/signing/pointing for something. Encouraging pupils to help each other during their activities, play and routines.
• Helping pupils share skills and knowledge with each other.
• Encouraging and acknowledging spontaneous co-operative efforts made by the pupils.

Boundary/Limit Setting and Rules

• Any limits are clearly related to the safety, welfare and protection of the pupil themselves and others around them.
• Limits are communicated in a way that is respectful of all.
• Rules are as few as possible, consistently upheld and within the pupil's understanding.
• Clear, reasonable boundaries on behaviour are provided and explained.
• Rules are communicated positively, e.g. 'we walk inside' rather than 'no running'.
• Pupils are allowed enough time to respond to requests for them to behave within the rules or codes of behaviour, according to their needs and understanding –some pupils may take more time to think through what is being asked of them.

Provide Choice

• Negotiating choices can help pupils take appropriate responsibility and prepares them with positive life skills such as listening and reasoning.
• Whenever there is an opportunity for a real choice to be made, pupils are given the chance to exercise choice and then follow through on it.
• Pupils are given choices within limits, as appropriate to their level of development, e.g. "would you like an outdoor blue break or a break in the classroom?" "do you need help with your lunch, or will I just open the lid of the box?"

Positive Reinforcement and Encouragement

Positive behaviour, however small, is encouraged and affirmed with words/signs/visuals and body language (e.g. nods, smiles). When a pupil is behaving well and when they are trying to stop themselves engaging in negative activities, this is noticed and acknowledged. This builds self-confidence and encourages pupils to repeat positive behaviour. Negative behaviour is ignored when it is judged safe and appropriate to do so.

Schedules, Routines and Transitions

Schedules, routines and transitions serve as a framework from which pupils gain trust, security and order. These are always flexible, with as few transitions as possible, but they provide clear guidelines about what is expected. Any changes to the scheduling within the timetable will be clearly communicated to the pupils (and their families where necessary.

The Physical Environment

The way in which physical space is arranged and used can either encourage or discourage desired behaviour. Space is aesthetically pleasing, planned and well-organised to diminish the potential for problems.
• Space is sufficient so pupils can play and work creatively in a relaxed setting.
• The outdoor space provides opportunities for pupils to move more freely, be louder without restrictions and become calmer.
• Active, loud and energetic play spaces are balanced with soft, passive, quiet and peaceful areas both indoors and outdoors.

Toys, Materials and Resources
Resources for working with pupils are developmentally appropriate and in good condition. Open-ended materials allow for pupils to use them in whatever way they choose and support engagement in play. There are enough easily accessible materials and equipment with enough complexity to keep pupils engaged for long enough without having to share too much or wait too long.

6. Responding to Behaviours That Challenge.
A Problem-Solving Approach
Scott et al., (2010) propose four steps common to all tiers of behaviour support that are equally applicable across the whole-school, among pupils who do not respond appropriately to whole school approaches and for pupils who require intensive support:
(1) Prediction informed by an analysis of specifically identified challenging behaviours, which includes the context in which they typically occur;
(2) High probability interventions that include a focus on relationships, differentiated instruction and behaviour management;
(3) Consistency to ensure and build staff consensus to implement behaviour management practices in the same manner;
(4) Assessment to monitor key outcomes that may be used to inform data-based decision-making.
Pupils are supported by providing a school-based evaluation that is sensitive to the particular context of Star of the Sea BNS. Intervention strategies at any tier of the continuum of support can be logically designed based on actual school data, which can help to meet the goal of prevention as well as ensure consistency of implementation. Once these four steps have been applied to the whole school, the second tier of support involves gathering data on pupils who continue to present behavioural challenges despite whole-school interventions. This information is then used to go through the four steps again.

Crisis Prevention Institute Training: Safety Intervention Pivotal Training in Star of the Sea Boys National School
Pivotal Safety Intervention training offers a solid foundation to structure prevention and intervention approaches based on a philosophy of providing the best possible care, welfare, safety and security for staff and those they are responsible for, even during crisis situations.
The programme is delivered to Star of the Sea Staff by trained instructors employed by the Crisis Prevention Institute within a legal and professional framework consistent with current national standards, Star of the Sea Boys National School Policies, current research, and recognised best practices.
The focus of Safety Intervention Training is to ensure staff gain the essential knowledge, skills, and confidence to prevent, decelerate, and de-escalate crisis situations so that restrictive practices can be avoided. Training ensures that staff have the necessary skills to manage risk behaviour when it does occur, using a range of MAPA (managing actual and potential aggression) physical interventions adapted for the needs of educational settings that aim to minimise risk without damaging the professional and supportive relationship established with pupils in our care.

Holding or Restraining a Child to Prevent Harm Using Safety Intervention Training
Definition of Restrictive Practices;
The Equality and Human Rights Commission (2019) states: '"Restraint" is an act carried out with the purpose of restricting an individual's movement, liberty and/or freedom to act independently. This may or may not involve the use of force. Restraint does not require the use of physical force, or resistance by the person being restrained, and may include indirect acts of interference, for example, removing someone's walking aid to prevent them moving around.'

Definition of Physical Restraint;

Physical Restraint is defined by the Department of Health (2014) as "any direct physical contact where the intention of the person intervening is to prevent, restrict or subdue movement of the body, or part of the body of another person"

Definition of Seclusion;

Seclusion can be defined as "the placing or leaving of a person in any room alone, at any time .... with the exit door locked or fastened or held in such a way as to prevent the person from leaving…..it is clear, from a human rights perspective, that restraint and seclusion are safety interventions of last resort, should be carried out within a legal framework and should only be used for the shortest time possible" (Mental Health Commission, Rules governing the use of seclusion and mechanical means of bodily restraint, Version 2, 2009. 12 Mental Health Commission, Annual Report 2017)

Everyone has a fundamental right to freedom and staff and Management in Star of the Sea Boys National School respect and promote this right alongside pupil's other rights. In Star of the Sea BNS, some pupils at sometimes may behave in a way that heightens risks to themselves and others. Because restrictive procedures or practices may be necessary at some time in Star of the Sea BNS School, there must be clear arrangements in place to ensure that these procedures are always proportionate, safe and minimal. While it is necessary to provide for the possibility of restrictive procedures, they should only be used as a last resort. The careful attention and training that goes into planning for restrictive procedures should not lead to any corresponding tendency to use them more often. It is important that as much attention be given to arrangements for avoidance of restrictive procedures as to their safe use. Restrictive procedures 10 should only be used in limited circumstances after other options to keep people safe have been exhausted. Such procedures should only be used in strict adherence to international human rights instruments, national legislation, regulations, policy and evidence-based practice guidelines.

Guiding Principles of Safety Intervention Training.

Principle 1: Physical restraint is a serious intervention. Physical restraint must only ever be used for immediate safety reasons, with the minimum force and for the minimum amount of time. The purpose of this intervention can only be to prevent injury to the pupil, another pupil or to an adult, or to prevent serious damage to property.

Principle 2: If there is an alternative to physically restraining a pupil, use the alternative.

Principle 3: All schools are required to provide a safe physical and emotional environment for pupils and staff. Parents, students and the public have a legitimate expectation that the school environment will be a safe environment that supports learning.

Principle 4: There are circumstances when teachers and authorised staff members may physically restrain a student. In exercising these powers, teachers and authorised staff members must act reasonably and proportionately in the circumstances to achieve a safe environment for students and staff.

Principle 5: Pupils' rights are protected under United Nations Convention of Rights of Persons with Disabilities, 2006: Equality Act, 2010. This Act applies to and shapes the legal duties of staff to respect and protect everyone's human rights, especially in relation to the use of lawful restraint.

Serious Behaviour Issues

Serious behaviour issues may include:

- Any repeated pattern of behaviour that interferes with the child's learning or engagement in social interactions with peers and adults such as withdrawal
- Behaviours that are not responsive to the guidance procedures/approaches described above
- Prolonged tantrums, physical and verbal aggression, disruptive behaviour (e.g. screaming, property destruction, self-injury, persistent non-compliance).

Functional Behavioural Assessment (FBA)
The essential aim of an FBA is to guide in the selection of an appropriate intervention. FBA involves determining the function of a specific behaviour through 11 an analysis of antecedents and consequences, an approach with a strong evidence base (see Horner et al., 2010). In general, an FBA considers that behaviours are caused by antecedents and maintained by consequences.
Individual Behaviour Plans See Appendix 1
FBA typically leads to the development and implementation of an individual behaviour plan. The Individual Behaviour Plan should outline those preventative and de-escalation strategies that stand the best chance of preventing the need for the physical restraint. Critically, physical restraint is only to be used when the student's behaviour poses a serious an imminent risk to the safety of self or others.
In general, an individual behaviour plan involves:
• consultation with parents and the pupil;
• consultation with external professionals as required;
• baseline information about the pupil's strengths and needs;
• targets that are related to the pupil's strengths and needs;
• criteria to measure success; • teaching and learning approaches to be used;
• ongoing monitoring and dates for review.
Recording incidents see Appendix 2
Star of the Sea BNS School ensures that staff are aware of their legal responsibilities to record incidents in a clear and transparent manner using agreed Incident Form Templates, see Appendix 2.
Staff must;
- Complete reports as soon as reasonably possible after the event.
- Ensure all records are dated and signed.
- Ensure all records are accurate and factual.
- Ensure all records are maintained securely to maintain an individual's rights to confidentiality.

7. Communication Plan
Expectations and agreed codes of behaviour are accessible and communicated to all, using a variety of media, e.g. School Website, Aladdin, email, hard copy documentation, posters and pictures. They are communicated in a way that ensures that they are understood according to the levels of understanding of every child and family member.
All parents/guardians are informed of the Policy on Managing Behaviour in advance of admission and enrolment. Staff members check with parents/guardians that they have read and understood the policy and provide any assistance needed.
A summary of this policy is included in the Parents'/Guardians' induction meetings. This policy will also be included in staff induction and annual staff training.
A copy of all policies will be available during all hours of operation to all staff and to parents/guardians in the Policy Folder located in the office, and online on the school website; www.staroftheseа.ie
Parents/guardians may receive a copy of the full policy at any time upon request. Parents/guardians and staff will receive written notification of any updates.

8. Supporting Policies in Star of the Sea BNS School
- Child Protection and Welfare Policy 2021
- Anti-bullying Policy
- Code of Behaviour Policy
- Admissions and Enrolment Policy
- Health and Safety Policy 2021
- GDPR Policy.
- Record keeping and documentation Policy.
- Communication Policy

- Policy on Accidents and Incidents
- Complaints Policy
- Supervision Policy

9. References/Supporting Documents/Related Legislation

- Child Care Act 1991 (Early Years Services) Regulations 2016
- Tusla: Quality and Regulatory Framework
- Guidance for Designated Centres: Restraint Procedures (GDE3) Health Information and Quality Authority 2016
- Mental Health Commission, Rules governing the use of seclusion and mechanical means of bodily restraint, Version 2, 2009. 12 Mental Health Commission, Annual Report 2017. 13
- The UN Convention on the Rights of the Child
- Aistear: The Early Childhood Curriculum Framework
- Aistear Síolta Practice Guide
- Supporting Young Children's Behaviour Skills, Barnardos, 2016
- Supporting Quality: guidelines for professional practice in early childhood services (3rd edition) by Geraldine French, Barnardos, 2008
- Early Years Education Inspection (EYEI) Framework (Department of Education and Skills)
- Scott et al., (2010)
- Supporting Behaviour Management in School for Students with Behavioural, Emotional and/or Social Difficulties (BESD) Dr. Sean O'Leary Deputy Director Special Education Support Service (2011)
- United Nations Convention of Rights of Persons with Disabilities, 2006: Equality Act, 2010

10. Who Must Observe This Policy

- Staff
- Pupils
- Parents
- Volunteers

11. Contact Information

If you need more information about this policy, contact Niall Walsh (School Principal) at office@staroftheseа.ie

Policy Created

Date this policy was created	26/02/2026

Signatures

	Name and Position	Signature
Approved by	Bernard Barron, Chairperson B.O.M.	
Approved by	Niall Walsh, Principal	

Review Date

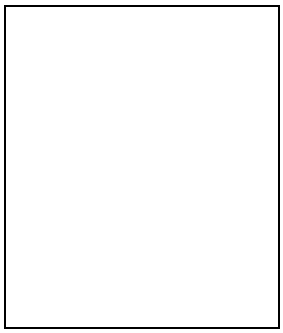
Date this policy will be reviewed	September 2026

Appendix C: 'About Me' Sample Form
School Name: Star of the Sea BNS

About Me

My Name: _____
My Class: _____ Class
My Teacher: _____
My SNAs: _____

Photo:



Clinicians working with me: SLT – Orla White, O.T – Joe Moore, referral in place for Psychology dated 02/10/2023

(Interdisciplinary Reports available to read with parental consent in my file)

This report was written on my behalf by: _____

My Parents/Guardians read this report on this date_____ and agreed with it by signing here.

Parents/Guardians: _____

This report will be reviewed every 6 months or earlier if need be.
Review date- _____
Review date _____

1. I love listening to music and will sometimes sing with you.
2. I enjoy having my nails painted, a hand massage, hairbrush and head massage.
3. I enjoy sensory snacks, raw carrots, peppers, and cucumber are my favourites.
4. I am afraid of loud noises; I prefer quiet spaces.
5. I love cooking and baking

1 Things that make my day (List the top things that you need to do every day to ensure that I have a good day.)
Greet me in the morning with my weighted backpack
On entering the classroom allow me time to self-regulate, this may mean walking up and down many times.
Provide sensory fidget toys for me to play with while I regulate.
Allow me adequate TIME to regulate, this can be extended if I am particularly stressed (2min – 1 hr plus).
Give me choices for earning a reward d for completing activities, hand massage/paint nails.
Make sure my schedule is regularly up-dates, (every day) and that my weekly planner reflects my week accurately. I find transitioning challenging, so please prepare me in advance using visuals for any foreseen upcoming events.
Unforeseen events can be tricky for me; visual schedules/cues, and time to process help me transition and cope with change.

Communication & Coping Skills	
1 What's the Message? **These are some of the message(s) that behaviours are communicating.**	2 Current Skills **These are some other ways that I** **(a) Communicate these needs,** **(B) meet these needs myself or** **(c) cope with difficult situations**
• I'm not happy that I can't do what I want • I am frustrated • I do not understand the instruction/activity • I need time to transition/process	On a good day: Use my core board to communicate what I want. Use my words to communicate what I want. Follow my schedule and use it independently Tolerate sensory input
Teaching New Skills These are the skills that I can learn to help to communicate these needs • Core-board to request what I want/don't want. • Social stories to teach me appropriate/alternative behaviours.	Encouraging Current Skills • Visual reminders and schedules for appropriate behaviours. • Social stories to teach me appropriate behaviours.

Behaviours of Concern

These are behaviours that happen are likely to lead to me or other people getting hurt or upset. These behaviours communicate messages that are important for me. These behaviours might also require interventions that are different from my normal daily support to help me calm more quickly and keep and everyone else safe. These interventions are included in the reactive strategies section.

Behaviour of Concern	How Often	How Intense
(a) Jumping up unexpectedly	9 AM – 10 AM daily and before home-time	Accidental injury to others as chairs/tables/desk-top activities crash into legs and fall on the ground.
(b) Hitting out at staff	During transition periods	Soft tissue damage to staff, bruising, scratching breaking skin, hair pulls, pulled muscles and strains.

Reactive Strategies

Section 1 – This is a summary of each of the different zones that I may go through when showing behavioural distress	**Section 2** – A summary of the different ways that I should be supported when I am each of the different levels of upset
Green Zone (Anxiety): These behaviours are a sing that I am starting off-form & something is bothering me. • Saying "No". • Increased pacing. • Saying "Home".	**Green Zone Support (Supportive):** Actively supporting me when I am starting to show signs of distress. • I can be prompted to use my visual schedule. • Provide activities that I like on my schedule. • Reduce verbal instructions • Reduce demands • Provide reinforcement and praise for keeping calm and on task.
Amber Zone (Defensive): When what usually works for me does not work, I become even more upset and engage in these behaviours • Increased vocalisations "eeeeeee" • Increased volumes of vocalisations. • Increased speed of finger flapping. • Grinding teeth. • Intense jumping	**Amber Zone Support (Directive):** Changes to make when I am not listening to directions • Provide me time and space to calm, pace and self-regulate. • Nonverbal instructions. • Reduce any noise as quiet environment as possible. • No demands. • Offer choice board with 2 visual pictures. • Sit at a distance and allow space.
Red Zone (Risk Behaviour): These are the behaviours that I display when I am in most distress. They might pose a danger to other students, and me. • Self-harm – hit own head/neck.	**Red Zone Support (Physical Intervention):** Keeping everyone safe and resolving the problem quickly and safely. • Remove any students and staff that may be in proximity.

• Running towards staff/students jumping and making loud “eeee” noises. • Lash out at pupils/staff (ranges from single slaps to full blown body attacks).	• Remain seated and relaxed where possible. • Provide a safe place for me to sit/stand/pace to regulate.
Lilac Zone (Tension Reduction): When I display these behaviours, it is a sign that I am starting to calm down and am better able to work with your again. • Intensity of pacing gradually decreases and slows. • Vocalisation volume decreases, becomes quieter may eventually stop. • Stand, sit or kneel in a corner with fidget toy. • I will begin to glance briefly at staff.	**Lilac Zone Support (Therapeutic Rapport):** • Provide me time and space to calm, pace and self-regulate. • Immediately after reduce verbal instructions and demands. • Keep environment quiet and low arousal. • No demands at this time. • As I begin to regulate and calm re-direct me to my schedule. Provide further calming activities at this time. Any tress at this point may trigger another cycle of escalation. • Providing the correct environment at this point is crucial

Appendix D: Incident Report Arising From Behaviour(s) Of Concern

Incident Report Form

Pupil(s) (Initials):_____ Date: _____ Time: _____

Location: _____

Describe the behaviour.	
Whom/what was at risk?	
What did you do? Be factual and brief.	
How was this in the best interest of the child?	
Did you need to use restrictive practice or physical intervention? (Be specific)	
How was pupil assisted to recover? List any de-escalation/positive intervention strategies you used to diffuse the incident.	
Number of staff needed to manage the incident. Outcomes for staff (e.g. go home/sick leave/attend medical professional)	
Does the pupil have a PSP? If yes was it possible to put preventative strategies in place?	
Was anyone injured? (Yes/No, If 'Yes' then describe the nature of the injury) Was medical assistance required?	
Was there an aparent reason for this behavior? If so, describe the reason.	

Rate this incident	**Minor** Bring to attention of support team within a week	**Significant** Bring to attention of parents and pupil support team **within one day.**	**Critical** Pupil support team and management to be involved Immediately
Name any other staff members present during this incident			
Signature of staff member completing this form:			

Signed: _____ (Member of School Management Team)
Date: _____