



Policy Statement

This document sets out the Behaviours of Concern Policy for St Killian's School.

Scope

This policy has been drawn up in consultation with the Board of Management and Staff of St Killian's School and has been approved and adopted by the Board of Management. The policy applies to all staff/parents/pupils within the school.

Relationship to the School's Mission Statement

"If this child doesn't learn the way we teach, can we teach him/her the way he/she learns, and can we extend his learning options?"

Dr. Harry Chasty

School Philosophy

Each child's uniqueness is valued within the school, which fosters a secure, caring and positive environment, to enable each child to develop to their full potential.

Introduction

St. Killian's is a school within the Diocese of Cork and Ross, (the Patron) provides a co-educational, inter-disciplinary educational service to children who are diagnosed with a Specific Learning Difficulty, Dyspraxia, Speech and Language Difficulties, ASD and children who have educational difficulties in one or more school based areas.

The school depends on grants provided by the Department of Education and Skills and the school operates within the regulations laid down, from time to time, by the Department.

Within the context and parameters of the Department regulations and programmes, the rights of the patron as set out in the Education Act (1998) and the funding and resources available, the school supports the principles of:

- Equality of access and participation
- Parental choice in relation to enrolment
- Respect for diversity of values, beliefs, traditions, language and ways of life.

The psychological services are provided by National Educational Psychological Services.

Background

The Behaviours of Concern Policy is an integral part of supporting pupils within our school. The philosophy, lessons and skills taught in the programme align with the organisational values of St Killian's School. The policy aims to recognise and plan for times when behaviours of concern occur, to support pupils in providing preemptive interventions to minimise behaviour escalation, and to outline strategies to support pupils and develop independent skills in emotional regulation and management of self. The policy also recognises that in the interests of Health and Safety minimising of risk to self/peers and staff is an essential element to any plan/procedure and practice and that referral and involvement of the relevant support services, EWO/TUSLA/NCSE/Disability Network teams/OT/SLT/Therapeutic Services form an integral part of managing Behaviours of Concern.



Rationale

Some pupils may display escalated behaviours/ behaviours of concern, including emotional/physical behaviours and risks that need to be addressed by staff. All safety interventions are guided by:

- St Killian's Policy and Procedure
- Relevant legal and regulatory frameworks
- Professional standards for best practice
- Staff training
- Specific Intervention Programmes

All school staff recognise that behaviour is a form of communication and that any escalation in behaviour/or behaviours of concern must be addressed using the key principles of CPI Safety Interventions and linked to the colours in the Zones of Regulation. In this way the staff provide extrinsic support and models of behaviour, which can be developed through the curriculum (SPHE), and directly taught and modelled, leading to the development of independent learning and understanding of how to manage my own emotions and relationships through co-regulation and independent skills.

CPI-Safety Interventions-CARE, WELFARE, SAFETY and SECURITY

Two staff members will be trained as CPI Certified Instructors in order to deliver staff training annually to school staff. Completion of the approved training by individual staff will confirm completion of the CPI Safety Intervention Foundation Course.

In recognition of the complex nature of behaviours of concern, the BOM are requested to sanction annual training of class teams in the Autumn Term this is in line with the training and certification requirements of CPI-Safety Intervention Training.

Within the training the class team will engage in detailed training and also consider the individual application of the training to pupils within the Class PODS and the completion of the CPI Safety and Support Plan for each child.

- Module 1-The CPI Development Model
- Module 2-Integrated Experience
- Module 3-Communication Skills
- Module 4-Responding to Defensive Behaviours
- Module 5-Safety Interventions (including dis-engagement skills)
- Module 6-Introduction to Restrictive Interventions (including holding skills)
- Module 7- Decision Making
- Module 8-Post-Crisis (including restorative practices)

Zones of Regulation

This intervention is often recommended by Psychologists and other Therapists as a way to develop emotional regulation. This intervention will be taught at all class levels and more intensive individual/small group support will be provided to those pupils who require further support. All classes will introduce Zones of Regulation and adhere to the terminology and principles of the programme in order to ensure consistent use of the programme throughout the school.



CPI and Zones of Regulation Linkage

See CPI-My Safety Plan

Drawing and Talking Programme

Two staff members are trained in the Drawing and Talking technique. It is a safe, short term, time-limited intervention to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. The purpose of the method is to draw with a person with whom they feel comfortable at the same time each week. After completion of Drawing and Talking Therapy, individuals are more able to control their behaviour and most importantly have higher self-esteem; this allows them to thrive in the world around them.

This programme will be offered to pupils who require more individualised intervention and prior to completion of this intervention parental permission will be requested.

Procedure when addressing Behaviours of Concern

Class Based Interventions-Class Team

Pro-Active Strategies-Has Zones of Regulation been set up in class?

Has the 30 second intervention been taught to the children?

Have all children got a CPI Safety/Support Plan?Pupil Support Plan open?

How is the IEP included in pro-active strategies?

Procedures where behaviours escalate/cause concern

Evaluate-What are the potential causes of the behaviour?

Prevent-What can I do in the class context to prevent the behaviour occurring in the first place/reoccurring?

Manage-If the behaviours occur what management strategies will I/have I used? Does the child require more intervention? Class POD Support Teams? Parents? SET team? PDS team? Other professionals?

Review-Has the COPING Model been implemented? (Restorative Question Framework) Has a critical incident form been completed and filed?

Link to Code of Conduct- The pupil requires more individual support.

Pro-active Strategies to address behaviours of concern

Pupils should at all times be treated with respect and dignity and the recognition that behaviour is a form of communication. Pro-active strategies should encompass both environmental and personal factors.

Pro-active strategies will include:

- Classroom management strategies (Scripted Intervention/Thirty Second Intervention)
- Zones of Regulation
- IEP/Care Needs
- Development/use of CPI Safety and Support Plan



Pro-active strategies will be in place in all classes and pupils engaged in these processes throughout the school year.

In the Autumn term of each school year SPHE lessons will initially focus on the Introduction of Zones of Regulation to the whole class. This will be reinforced by the SET team with specific pupils/individuals/groups as needed.

The Thirty Second Intervention-CPI

The thirty second intervention will also be introduced to all pupils and modified to reflect the level of understanding and communication needs of the pupils in each class. Class teams will decide on appropriate methods for the 30 second intervention and share these with staff teams who may also engage with the certain pupils on a daily basis. A record of the appropriate 30 second intervention used at class level should be displayed on the classroom wall and also shared with any Substitute Staff through the planning folder/laminated for use.

Zones of Regulation

This is a programme developed by Leah Kupers-The Zones is a systematic, cognitive-behavioral approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially.

<https://www.zonesofregulation.com/index.html>

Support Strategies for Behaviours of Concern

- Thirty Second Intervention
- Zones of Regulation
- Scripted Intervention
- Class based strategies/interventions/reward systems
- Home/School strategies/interventions/reward systems
- Modelled co-regulation
- Behaviour tracking books/logs
- Red Folder
- Drawing and Talking Programme
- Social Skills Groups
- Nurture Focus Tasks
- Buddy Systems
- A place of safety-Dark Den etc
- Sensory Regulation Plans/Movement Breaks
- Use of CPI Safety and Support Plan
- Pupil Support Plan
- School Code of Conduct
- Referral to network teams
- MDT/External Agencies
- Referral to EWO
- Application for additional support BCN 1 Form
- NEPS Consultation if available
- Referral to SENO/Consultation with NCSE
- Referral to TUSLA if deemed necessary
- Modified timetable/school day in compliance with Circular 0047/2021



Review/Responsibilities in the event of Behaviours of Concern-CPI Procedures

- Staff member to arrange medical attention if necessary.
- Make a short verbal report immediately to the person in charge and follow up with a written report giving a description of the incident, possible cause(s) and actions taken. (Complete Critical Incident Report)
- The staff member/s should evaluate the response to the incident in discussion with a senior member of staff. This will enable staff teams/school staff involved to understand the incident and look constructively at ways of preventing and dealing with such incidents.
- The report provides a factual account of an incident so appropriate supportive/organisational actions can be taken.
- The report can be a reliable tool for administrative evaluation of policies, procedures, performance and patterns.
- The report can improve the efficiency and safety of staff by educating them about potential dangers and how they might be prevented.
- Inform parents/guardians if restrictive practices have been implemented.

Related Documents/Policies

- Thirty Second Intervention
- School Pupil Support Plan/CPI Safety Intervention and Support Plan
- Code of Conduct-Stage One onwards
- Child Protection Policy & Statement
- Intimate care Policy
- Home School Communication Policy
- Critical Incident Report
- Referral to EWO Forms
- Circular 0047/2021

Definitions / Acronyms

NEPS	National Educational Psychological Services
BOM	Board Of Management
DES	Department of Education and Skills



Policy Approval

This policy has been reviewed and accepted by the school Board of Management

Chairperson of BOM Sean Oakes

Date 26/11/2021

Policy Review

It is acknowledged and accepted by all parties that this policy may be revised/modified annually or more frequently as required in light of on-going evaluation of statutory requirements or situations that arise during the school year.

Next Policy Review Date Summer Term 2024