SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS) AND WELLBEING

CODE OF BEHAVIOUR POLICY

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1. Introductory Statement

We aspire to offer the highest quality of education to our pupils. Our Student Support Plan (SSP) is directed towards the needs of the pupil, helping and enabling each pupil to reach his / her full potential.
The SSP is drawn up in consultation with the parents /guardians. Each parent/guardian receives a copy of the plan for their child at an agreed date during the first term of the school year. Our aim is that this approach to education will prepare each pupil for life to the best of his / her ability.

Carmona School actively seeks to promote an ethos which is safe, welcoming, understanding, tolerant, caring, and supportive and which acknowledges the inherent value, respect and dignity of each person.

The school:

- Supports a positive approach using Positive Behaviour Support to teaching and classroom management skills and whole school development
- Works together as a team to create a climate where each pupil feels valued
- Encompasses an educational approach to assist pupils to advance their learning and academic progress through the use of Individual Education Plans within a progressive and structured curriculum
- Encourages high expectations of all
- Recognises that the quality of teaching, the long term personal development of the pupils and the quality of relationships in a school are fundamental to developing positive learning attitudes in pupils
- Understands that careful planning and sensitive child-centred interventions in a classroom have a considerable impact upon an individual pupil
- Promotes an enhanced quality of life and a safe environment for everyone
- Supports the delivery of needs-based training for staff
- Fosters the emotional well being of all pupils and staff

2. Positive Behaviour Support:

Positive Behaviour Support or PBS is based on the idea that if a child has a behaviour of concern they are trying to tell you something. They are not being

bold or naughty. PBS is an effective process to understand ‘the message’ the child is trying to tell us so that a plan can be put in place.

School Wide Positive Behaviour Support (SWPBS) takes PBS a step further, in that it uses a tiered approach to improve classroom and school climate, in order to help each child reach their potential.

Our school uses the Multi-Element Behaviour Support Model of Positive Behaviour Support with the SWPBS model to create an approach that aims to eliminate the use of punishment and the use of aversive and restrictive practices while instead focusing upon preventing problem behaviour from occurring, teaching important skills, reinforcing appropriate behaviours, intervening by finding the hidden message of the behaviour of concern and responding functionally (to the message of the behaviour) in order to reduce the episodic severity of an incident. (We teach another time.)

3. Rationale

The purpose of this Positive Behaviour Support and Wellbeing Policy is to ensure

A safe, secure, stimulating and appropriate learning environment for all our pupils and that the individuality of each pupil is accommodated while at the same time acknowledging the right of each pupil to education in a relatively disruption free environment.

4. Aims

- To promote Positive Behaviour Support, recognising the different needs of each child and the importance of accommodating these differences whenever possible.
- To provide guidance for pupils, teachers and parents on Positive Behaviour Support;
- To create a positive learning environment that facilitates, encourages, teaches and reinforces good behaviour;
- To achieve a harmonious environment, nurturing the potential of all our pupils and seeking to enhance co-operation between staff, parents and pupils;
- To ensure the safety and wellbeing of all members of the school community;
- To ensure that the school’s expectations and strategies are known through the availability of policies and an ethos of open communication.
- To create an atmosphere of respect, understanding, tolerance and consideration for others;

- This policy is shared with all parents/guardians.

5. Roles and Responsibilities

5.1 Board of Management's Responsibilities

- Provide a safe environment for staff and pupils;
- Access and facilitate relevant staff training and support;
- Support the Principal and staff in implementing this policy.

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

5.2 Principal's Responsibilities

- Promote a Positive Behaviour Support culture in the school.
- Ensure that the this policy is implemented in a fair and consistent manner
- Arrange for review of this policy, as required
- Communicate with Parents.

5.3 Staff Responsibilities

- Support the Principal in implementing the school's Positive Behaviour Support and Wellbeing Policy;
- Promote and implement Positive Behaviour Support in the classroom and in the school;

5.4 Teachers Responsibilities

- Create a positive learning environment that facilitates, encourages and reinforces good behaviour, teaches skills and is attentive to difficulties the child may experience.
- Record as appropriate any behaviour of concern that may require further support and use this information to adapt the child's supports as appropriate;
- When an incident of behaviour of concern has been witnessed by another pupil(s) it is the teacher's responsibility to acknowledge the behaviour/s and give pupils support to discuss their feelings or anxieties after witnessing such behaviours/ incidents. If a safeguarding report is required, please complete this.
- Review incident reports with the class team in order to enhance the support provided for the child/class.
- Write or participate in the development of a Positive Behaviour Support plan (or PBS toolkit) which includes parental/SNA input, and is based on the 'function' or 'message' of the behaviour.
- Each PBS plan/ (or toolkit) should include skills teaching, adaptations to the environment (physical, interpersonal and programme practice)

focused or direct interventions (which may include trigger control, rewards, behaviour targets, rules) and resolution /de-escalation strategies (based on the function /message of the behaviour) when planning for class/individual pupil.

- Include behaviour targets when planning for class/individual pupil
- Communicate with parents/guardians regularly
- Keep records as deemed appropriate (see Appendices)

5.5 Pupils' Responsibilities

Pupils are encouraged and supported to;

- To understand and practice the school rules
- Cooperate with the school staff
- Treat other pupils with respect

5.6 Parents/Guardians' Responsibilities

- Support the implementation of the Positive Behaviour Support and Wellbeing Policy;
- Communicate with the school in relation to any issues which may affect their child's behaviour or general well-being

6. Methods of Communication with Parents

Communicating with parents is central to maintaining a positive approach to all issues concerning their child's well-being and education. Parents and teachers should develop a joint strategy to address support needs, specific difficulties, in addition to sharing an agreed approach which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school.

Parents are encouraged to talk in confidence to teachers about any significant developments in their child's life which may affect their child's behaviour and well-being.

The following methods are used at all levels with the school:

- Informal parent/teacher meetings and formal parent/teacher (Planning SSP and end of year);
- Phone calls from school to home and home to school;
- Daily communication notes via SeeSaw(for some pupils – following consultation with parents/guardians) Ref. Sample Daily Communication Note (Appendix 4)
- Letters/notes from school to home and home to school;
- Aladdin Connect App;
- School Website;

7. Enable Ireland CDNT 3

- Enable Ireland, promotes positive practices in the areas of Positive Behaviour Support and Relationships and Sexuality in intellectual disability.
- A clinician from Enable Ireland supports our school as we implement a School Wide Positive Behaviour Support Model.
- Enable Ireland engages with the teachers, SNAs, senior management and parents to support our pupils who present with behaviours of concern. Enable Ireland provides PBS practice support to all staff in the form of consultation, training, learning visits and if required is available to meet with families to discuss their son or daughter.

8. Limitations and utilisation

This document is not designed to list all the possible interventions and supports we provide to support Positive Behaviour Support but to serve as a general guide to the pupil, the teacher, the principal and parents/guardians of pupils to ensure each pupil's individual needs are supported.

9. Classroom Rules/Expectations/Incentives

- Each pupil brings to school a wide variety of expectations and skills. Together we work towards standards of behaviour based on the basic principles of mutual respect, consideration and responsibility.
- Our pupils are supported to learn skills, routines and expectations and reinforced for these which assist them to feel secure and develop the skills for learning, fun and engagement in the classroom and wider school community. New skills and socially desired and acceptable behaviour are encouraged, taught, affirmed and rewarded.

We encourage, support and teach our pupils to keep classroom rules/expectations. These vary from room to room and from child to child, and may include;

- Be nice
- Be healthy
- Be safe
- Be careful of their things
- Be calm
- Work quietly
- Kind hands-kind heart-kind gestures; Not to hurt other people
- Be honest -Tell the truth
- Listen to their teachers

Teachers together with classroom staff use a variety of age/interest appropriate incentives to encourage learning and reward appropriate Positive Behaviour and the emergence of new skills: Examples of some incentives that are regularly used

- Approval (quiet word or gesture)
- A positive comment on a child's SeeSaw App
- Praise in front of class group
- Extra personal attention
- Being first, when taking turns,
- Delegated a favourite task in classroom or in the school
- Choosing a favourite leisure activity
- Sending a 'good news' note home
- Written or verbal communication with parent
- Using a 'star chart' / reward contract
- Going out for a treat
- Certificate / trophy for good behaviour
- Mentioned at Celebration Assembly
- Choice of treat before going home
- Extra time on preferred activity
- Going for a walk
- Extra time in the playground
- Visiting/spending time in another class
- Going to the Principal's office to tell what you have done well to the Principal.
- Receiving praise from a preferred staff member or Principal or at a whole school event.

10. Participating in out of School activities/trips off campus:
Pupils involved in such activities are supported to behave in accordance with school Positive Behaviour Support and Wellbeing policy during these times.

11. Behaviours of concern: Behavioural, emotional and/or social difficulties (BESD) are defined by NEPS 2010 as follows: '*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*.'

All everyday instances of a minor nature are supported by the class teacher. In cases of unresolved behavioural/emotional and or social difficulties or single

instances of a behaviour of concern causing harm to either the pupil themselves or others, parents will be involved at an early stage and invited to meet the teacher and/or the Principal to discuss their child's behavioural needs and wellbeing.

The behaviours listed below, while not exhaustive, may require additional support to ensure the message /function of the behaviour of concern is understood and may then be supported on an individual basis.

Examples of behaviours of concern

- Behaviour that interferes with teaching and learning of a pupil in a continuous way;
- Behaviour that impacts on the physical /emotional safety of an individual or a group (or staff member or school visitor). For example;
    - Taking, damaging or throwing property
    - Absconding from the school grounds or from school activities
    - Shouting/screaming, name-calling directed towards pupil or staff
    - Bullying to the point where another pupil or staff member is upset or frightened (in all school related activities)
    - Physically aggressive behaviour
        - Hitting another pupil or staff member
        - Kicking another pupil or staff member
        - Biting another pupil or staff member
        - Pulling the hair of another pupil or staff member
        - Attempting to choke another pupil or staff member/
        - Spitting at another pupil or staff member
        - Hurting themselves etc.

While we endeavour to support each pupil to participate in the routine of the school with the necessary support to do so, we recognise that when implementing the policy, consideration must always be given to the level of understanding of the individual pupil. Behaviour that interferes with the rights of others to learn and to feel safe always requires support.

Positive Behaviour Support considers each child's message and needs. Behaviour that interferes with the rights of others to learn and to feel safe may also be a safeguarding concern and each pupil will be supported in

according to this policy and the school's Child Safeguarding Statement and Risk Assessment.

12. Bullying

Parents will be invited to cooperate with the school at all times in dealing with

instances of bullying in accordance with the school's Anti-Bullying Policy. Positive Behaviour Support practice and principles will also inform and guide us in such instances.

13. Natural Consequences

A natural consequence is best understood as anything that happens naturally, with no adult interference. There are times that the child's actions result in something that they had not planned for; for example; if they drop or throw a toy and it breaks; this is a natural consequence. If they say 'no' to putting on their coat for the playground; and when outside they feel cold; this is a natural consequence.

Natural Consequences

- Learning from one's own actions can be very hard. The best way to support the child is not to teach with 'I told you so'; but to support the child in their learning by doing the following:
  1. Name what happened.
  2. Name the feeling;
  3. Ask can you help or ask the child what they would like to do; if two way choice would help offer choice;

Carmona School does not use punishment procedures to change behaviour. All interventions and supports for each pupil are functionally informed (the message of the behaviour is known) to support the pupil as they learn new ways to communicate the 'message' of their behaviour of concern. It should be the behaviour rather than the pupil that is the focus.

The following steps will be taken when pupils present with behaviour of concern. The focus is always on the function/message of the behaviour to reduce the episodic severity of the situation and to resolve the situation as quickly as possible. We can teach another time.

The list is by no means exhaustive. Teachers may put in place alternative measures (implement the Positive Behaviour Support plan (BOP Toolkit) for example) bearing in mind the 'function' of the behaviour of concern and the individual support in place for a particular pupil.

- Use active listening to try and understand the 'message' function of the behaviour of concern; and name this; if you can 'meet' the 'message' of the behaviour this will support the pupil to be less distressed and help them calm.
- Use of total communication methodology (Speech, LAMH, Pictures,

Objects, Alternative Adaptive Communication Aids /Technology)

- Remind the pupil of the classroom rule/expectation
- Use first –then (to let the pupil know what is happening next)
- Offer the pupil a break, their choice board for example;
- Problem solve and/or offer the pupil a choice –
- Offer the pupil another preferred environment/activity/person etc. –
- Communication with parents to help 'find the message' of the behaviour of concern (Letter or phone call home)
- Talk to /Referral to Principal for advice on further support.
- Principal communicating with parents (Appendix 1 Sample letter)
- Use of in-school suspension
- Exclusion (Suspension or Expulsion) from school in accordance with Rule 130 of the Rules for National Schools as amended by Circular and Education Welfare Act 2000).

All responses to a pupil's behaviour of concern must be functionally based, respectful, age and ability appropriate, and should never escalate a child's behaviour, never be aversive and /or never punish the child or impact on their physical or emotional well-being.

14. Suspension/Expulsion

Suspension or expulsion may be used in our school with the normal channels of communication between school and parents being utilised. Suspension/expulsion will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of extreme behaviours of concern, where it is necessary to secure the safety of the pupil/other pupils and staff, the Board of Management (BoM) may authorise the Chairperson or Principal to enact suspension for a period not exceeding three days. Every reasonable effort will be made to contact the parents prior to suspension. Parents will also receive details of suspension in writing. In extreme circumstances, emergency services may be contacted.
Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 200. Before suspension/expulsion, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

15. Removal of Suspension (Returning to school)

Following or during a period of suspension, the parents /guardians may apply to have the pupil reinstated to the school. The Principal must be satisfied that a suspended pupil will not constitute a risk to the pupils own safety or that of other pupils or staff (and the principal will ensure the necessary supports are in place to support the child and any behaviour of concern in a positive manner). The Principal will facilitate the preparation of a behaviour plan for the pupil if required and will re- admit the pupil formally to the class.

Following suspension parents/guardians must return to school with their son/daughter on the first morning after the fixed suspension period.

Parents/Guardians will meet with the Principal, Class teacher/SNA to discuss a plan for going forward and to discuss the incident/ behaviour of concern.

The pupil will be included as appropriate in the review and plan to support the behaviours of concern.

16. School records

- Teachers record details of the incident on an Incident Report Form and a Behaviour Report Form
- Teachers submit reports to the Principal.
- The principal reviews the incident/behaviour reports and signs them.
- As required, the incident/behaviour reports for a pupil are reviewed so that learning can occur and support put in place. This can occur as part of the development or review of a Positive Behaviour Support plan (or toolkit).

Ref. Incident Report Form

- Incident/behaviour reports are stored in a designated file with the class teacher and a copy is stored in the Principal's office
- Documentation related to Suspension/ Expulsion is stored by the Principal

17. Appeals Procedure

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;

- Permanent exclusion from a school
- 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.

18. Reference to other Policies

The following school policies and procedures have a bearing on the code of behaviour Positive Behaviour Support and Well-Being Policy;

- Anti-bullying
- Admissions and Participation
- Child Safeguarding Children First
- GDPR

19. Success Criteria

- 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;
- Specific data counts: reduction in incident reports, reduction in injury to pupils or staff, reduction in suspensions/expulsions.

20. Review:

This policy will be reviewed in March 2026 or before if required.

Signed: Eoin O'Donnagain
(Chairperson of Board of Management)

Date:

Signed: Marie Burke
(Principal)

Date: March 2023

Appendix 1
Letter from Principal

Name
Address

Date

Re. XXX Pupil Name

Dear XXXXXX,

I regret to inform you that XXX has engaged in behaviour of concern in school, namely, XXXXXX. (Quote from list of behaviours of concern on page 9-10). I would like to meet with you to discuss this behaviour that is of concern.

I hope together we can begin to plan supports for your child. I will meet with you at your earliest convenience.

I would be grateful if you could contact the school to make an appointment.

Yours sincerely,

_____
Principal

Appendix 2
Letter of suspension
XXX Date

Re. XXXX Pupil Name Dear

XXX Parents Names,

After careful consideration and in discussion with you, I, X Principal, am suspending school for XXX. (Child's name)

School will be suspended for one/two day/s, XXX Date. XXXX Pupil is not to come into school on these day/s.

I understand that this is a serious step.

This suspension is due to the safety needs of (the pupil themselves; another pupil/ staff) This time will give XXXX (Pupil Name) a break from school to allow him/her to think and talk with you about school. It will give other pupils who were involved and/or witnessed the incident an opportunity to reflect and regroup and it will also facilitate us together to think about how we can support your child with this behaviour of concern

I would like the staff and yourselves to come together to explore how we can understand XXXX's current behaviour so that we can ensure the correct supports are in place to support, limit and prevent an incident like this happening again.

We are committed to supporting XXXXX in school and hope that together we can agree a plan to help him.

I would like to meet with you on XXX Date at XXXX time to discuss, hopefully resolve the situation and plan for XXXXX (Pupil Name's) return to school.
You can appeal this decision to the Board of Management if you wish. I

look forward to meeting with you to support your child in x

Yours sincerely

Principal