



The Red Door School



Code of Behaviour Policy

Approved by Board of Management: 4th February 2020

Next Review Date: January 2021

Signed: _____
Chairperson of Board of Management



Code of Behaviour Policy

The school has a central role in every pupil's social and moral development just as it does in their academic development. In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not.

The pupils bring to school a wide variety of behaviours. As a community environment, in school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Pupils need limits set for them in order to feel secure and develop the skills for co-operation. Therefore any rules will be age appropriate, with clear agreed consequences.

Parents can co-operate with the school by encouraging their pupils to understand the need for school rules, by visiting the school and by talking to the members of staff.

A code of behaviour is established to ensure 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.

Note:

Copies of this policy are available to all parents/guardians. A copy is kept in the Principal's office which is available to all members of staff at all times.

Review Date:

This policy should be reviewed at least every 2 years. Reviews will take account of all feedback provided by members of the school community – parents of pupils, members of staff and relevant representative bodies, as well as professional advice received by the Board of Management.

Rationale- Why devise it?

- It is a requirement under DES Circular 20/90 on School Discipline.
- It is a requirement under the Education Welfare Act 2000, Section 23.1
- It is part of our developing School Plan.



Relationship to the School Mission Statement and Ethos

The Red Door School is dedicated to providing the highest quality of learning, teaching and care of pupils under our instruction. In partnership with the parents/guardians and families of our pupils, we seek to provide for individual, intellectual, emotional, social, physical and spiritual development.

The dignity of each pupil is maintained, and we believe that each pupil is entitled to an education provision, regardless of individual levels of attainment and functioning. While enabling each pupil to develop his/her potential to the full, we also want our pupils to be happy in school and to enjoy their time in it.

The Code of Behaviour Policy will help to foster harmonious relationships and co-operation between staff, parents and pupils.

Aims of the Code

- To create a positive learning environment that encourages and reinforces positive behaviour
- To promote self-esteem and positive relationships
- To encourage consistency of response to both appropriate and inappropriate behaviour
- To foster a sense of responsibility and self-discipline in pupils and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every pupil
- To foster caring attitudes to one another and to the environment
- To ensure that the school's expectations and strategies are widely known and understood through the availability of policies and an ethos of open communication
- To encourage the involvement of both home and school in the implementation of this policy
- To provide guidance for pupils, teachers and parents on behavioural expectations
- To provide for the effective and safe operation of the school
- To allow the school to function in an orderly and harmonious way
- To create an atmosphere of respect, tolerance and consideration for others
- To ensure the safety and well-being of all members of the school community
- To assist parents and pupils to understand the systems and procedures that form part of the Code of Behaviour and to seek their co-operation in the application of these procedures
- To ensure that all staff members and parents understand the school's policy on emergency procedures and crisis management.



Implementation

Each member of the school community has a role to play in the implementation of the Code of Behaviour. Rules will be kept to a minimum, emphasising positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to their individual differences. Appropriate behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

Affirming appropriate behaviour

The school ethos supports a functional approach to the management of challenging behaviour. Behaviour that may present a challenge to others is adaptive and functional for the pupil; that is to say that the behaviour exists in the pupil's repertoire because it has been learned and serves a function for the pupil (e.g. a pupil may engage in assaultive or destructive behaviour as a means of escaping a task that he/ she finds particularly demanding). The approach of school staff in The Red Door School is to decrease challenging behaviour by teaching and reinforcing appropriate replacement behaviours that serve the same function (e.g. teaching the pupil an appropriate means of asking for a break from a demanding task without resorting to challenging behaviour).

The positive school ethos extends to all members of the school community adopting a positive, calm approach to challenges that may be encountered from time to time. Every effort is made to ensure that the classroom and school environment is enriched with frequent opportunities for pupils and staff to encounter social praise, reinforcement and acknowledgement for achievements and to experience a varied schedule of activities to be enjoyed across the school day.

Behaviour Support Policy

All staff at The Red Door School work under The Code of Ethics of The Red Door. All staff members receive compulsory annual training in the school's Code of Ethics. All staff members are also trained in evidence-based behaviour support techniques and procedures that are used at The Red Door School. Behaviour Support plans are devised to address behaviour challenges that pupils may display in the classroom and relevant staff are trained in the implementation of these plans. Data is collected on a daily basis in order to monitor, review and adjust these plans. All plans emphasise positive interventions and replacement skills teaching while taking into account safety for staff and pupils. Crisis management and emergency procedures may be specified in a behaviour support plan if deemed necessary.



Crisis management

Episodes of challenging behaviour may occur from time to time at varying levels of intensity. At all times, the health and safety of all pupils and staff is our priority. In particular, when pupils are participating in activities outside school, a risk assessment is carried out and extra precautions are put in place. If a pupil presents with challenging behaviour that poses a threat to him/herself or others while on an outing then that pupil and his SNA/tutor will return to the school.

In line with the profile of the student population at any given time, staff members will be provided with appropriate training as indicated with regard to the management of aggressive or potentially aggressive behaviours.

Emergency procedures may be specified in the behaviour support plan if required. The protection of the health and safety of the person with whom intervention is taken should be paramount in the decision as to which emergency procedure is used.

Following a critical incident that warrants the completion of an incident report as per reporting procedure criteria, parents are to be informed by phone and given access to the incident form completed. School copies of incident report forms are maintained and filed in the Principal's office. (See Appendix 1 for reporting procedures). A review meeting is to be conducted following any critical incident of challenging behaviour. These meetings are to involve all relevant staff and be minuted, with minutes circulated to all participants.

Physical Intervention

It is recognised that the majority of pupils in the school respond positively to behaviour management strategies. However, the Board recognises that in exceptional circumstances, to address health and safety concerns, staff may need to take action in situations where the use of reasonable force may be required. The Red Door School recognises that physical interventions are only part of a whole-school approach to behaviour management, and that physical interventions should only be used as a last resort when all other strategies have failed.

Every effort will be made by the Board of Management of The Red Door School to ensure that all staff in the school clearly understand both this policy and their responsibility to use the minimum level of force necessary to deal with a particular situation. The Board of Management will also ensure that appropriate training is provided to help staff to deal with these difficult situations when they arise.

Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- Placing him/herself at risk;
- Placing other pupils or staff at risk;



- Behaviour leading to damage to property where that damage may lead to placing the pupil, staff or other pupils at risk.

Professional Crisis Management (PCM)

The code of crisis management researched and approved by our Board of Management is that of the Professional Crisis Management Association (PCMA). PCM is a complete and fully integrated system that allows trained staff to manage crisis situations effectively, safely and with dignity. It is approved by the British Institute for Disabilities. Three modes of response may be put into operation:

- Transportation – physically moving a student from one area to another.
- Vertical immobilisations – physically suspending the movement of a student in a standing position.
- Horizontal immobilisations – physically suspending the movement of a student on an approved mat.

The school will have a member of staff who will be fully trained in PCM and will also be a fully qualified PCM Trainer. All staff implementing PCM will be fully trained and will be subject to annual recertification in order to continue practising PCM.

Procedures for use of PCM

Professional Crisis Management (PCM) procedures are reactive strategies and will be used only in specific and planned crisis situations. The Board of Management has defined the following strict protocol relating to their use at The Red Door School:

- a) PCM procedures may be used on rare occasions in the event of an emergency where an exceptional response¹ is deemed necessary to ensure that the school fulfils its duty of care in maintaining the safety of staff and students.
- b) Should a PCM procedure be used in the event of an emergency, its use will be recorded on a PCM Incident Report Form, detailing who was involved, what behaviour occurred and the procedure that was used. Data will be recorded that demonstrate the effect of this procedure on the student's behaviour. The parents/guardians of the child involved will be notified of the use of PCM for their child as soon as possible on the day of the incident and given a copy of the PCM Incident Report Form.
- c) The school's behaviour analyst may recommend that PCM procedures be incorporated into a student's BSP once all other intervention strategies have been

¹ **Exceptional Response:** Due to the nature of the students' behavioural excesses and deficits, situations may arise where a parent cannot be contacted prior to a crisis situation. In this event, the staff will take the necessary steps to ensure the safety of the student, staff and the other students in the school. An exceptional response may be required in situations where there is a clear and immediate risk to the health and safety of the child/ young person or that of others. In such circumstances, immediate intervention may be considered necessary in order to manage the risk to the student and staff. This is referred to as an exceptional response.



considered. In this case, consent for its implementation will first be sought from the Board of Management. Following this, written consent will be sought from the child's parents/guardians following a meeting in the school at which it will be explained to the parents/guardians which specific PCM procedure and protocol are to be used for their child. The student's class team will identify the least restrictive procedure that will maintain the safety of the student and all those around the student at a given time.

- d) PCM procedures will be incorporated into a child's BSP only under the strict guidance of the school's behaviour analyst. Regular reviews will be conducted with the behavior analyst, principal, staff and parents/guardians.
- e) Should the use of PCM procedures be incorporated into a student's BSP, a PCM Incident Report Form will be completed each time it is used, detailing who was involved, what behaviour occurred and the procedure that was used. Data will be recorded that demonstrate the effect of this procedure on the student's behaviour. The parents/guardians of the student involved will be notified of the use of PCM for their child as soon as possible on the same day and given a copy of the PCM Incident Report Form.
- f) The school's behaviour analyst is required to prepare a report for each meeting of the Board of Management, detailing the use of any PCM procedures in the previous period.
- g) Any abuse of PCM procedures will be regarded as gross misconduct.

Monitoring and Review

If an incident occurs, the staff member should respond as specified in the Behaviour Support Plan which is in the best interest of the care, welfare, safety and security of the pupil and others. Each incident that involves a physical intervention will be reviewed at a meeting with the participating staff and Principal/Clinical Supervisor and the incident is to be recorded.

School Procedure in relation to serious sanctions

An effective disciplinary consequence is one that reduces or stops negative behaviour. Given the profile of our pupils, it is the objective of the school to use sanctions such as expulsion or suspension as a measure of last resort only. It is hoped that in the vast majority of cases, positive behaviour management strategies will obviate any need for such consequences. In rare cases the Board recognises that it may have no alternative but to suspend a pupil or in extreme cases to expel a pupil.

In the normal course of events, the various stages set out on the following pages will be followed consecutively and suspension and expulsion will only be utilised where the other sanctions and measures have been exhausted. However, the Board of Management reserves the right to invoke this procedure at whatever stage the Board deems is necessary to deal



effectively with the incident or behaviour in question. In deciding on the appropriate stage and sanction, the Board shall take into account interventions made to-date, the nature and severity of the incident/behaviour and the effect of the behaviour/incident on the school community as a whole and the pupil in question.

In the normal course of events, before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents will be utilised and the following procedures will be followed.

It should be noted that in certain cases, the school may invoke sanctions for behaviour which occurs off school grounds or outside school hours which endangers or harms school pupils, staff or property, involves illegal substances or illegal activity.

Stage 1 – Parent/School Meeting

The school Principal or Clinical Supervisor will arrange a meeting with the parents of the pupil concerned. The purpose of this meeting will be to inform parents of the nature and level of their pupil's behaviours and to either create or review the pupil's Behaviour Support Plan. This meeting will be minuted, with minutes circulated to all participants.

Stage 2 – Internal Segregation

Internal segregation will be implemented by removing the pupil from the main classroom and placing him or her in a separate classroom for short periods. The decision to remove the pupil from the main classroom will be taken on health and safety grounds and also on the grounds of the school's responsibility to deliver a more disruption-free learning environment to all pupils. This arrangement may be temporary, but in any case, it will be reviewed to ensure that the pupil's needs are continuing to be met.

The Board of Management requires that staff make every attempt to move the pupil towards increased inclusion in the classroom whilst ensuring the health, safety and well-being of all pupils and staff.

Subject to available resources, the pupil will receive daily teaching time with their class teacher, as scheduled and this may take place in a separate classroom or the pupil may be integrated into the main classroom for short periods for specific tasks. In the event that the pupil is able to cope with short periods in the main classroom, this time may be gradually extended in accordance with the pupil's individual needs when balanced equally with the needs of the other pupils in the class. Staff and parents are advised that a change in classroom may also involve a change in class placement and this will be dependent on ensuring a balance of needs in all classes.



The School Principal will arrange a meeting with parents to inform them of the reasons for the change in classroom for their pupil and to discuss how the pupil's education programme will proceed. This meeting will also be attended by the staff working directly with the pupil and the meeting will have minutes recorded, with minutes circulated to all participants.

Stage 3 – Suspension

This stage of the school procedure for implementing sanctions is used on health and safety grounds on the occurrence of serious behaviour that poses a risk to the pupil concerned or to other pupils and/or staff.

If Stages 1 and 2 are exhausted, or if there is a single incident of highly dangerous behaviour, the Principal will request a meeting with the parents of the pupil in question. This meeting will also be attended by Principal and the Clinical Supervisor. This meeting will be minuted, with minutes circulated to all participants.

If considered warranted, the Principal reserves the right to suspend the pupil for 3 days initially. In the event that a pupil is to be suspended for 3 days, the Principal will also inform parents in writing of this decision. In the event that parents do not attend this meeting, the Principal will write to parents to inform them of the suspension.

The power of suspension has been formally delegated to the Principal by the Board of Management of The Red Door School and that delegation is hereby confirmed.

In certain circumstances (e.g. where it is not possible to call a Board of Management meeting in a timely fashion) the Principal, with the written approval of the Chairperson of the Board of Management (or in his/her absence, his/her nominee), may suspend a pupil for 5 school days.

Suspension may also be implemented on health and safety grounds pending clinical recommendations and behavioural support from the relevant clinical service or from the school's Multi-Disciplinary Team.

Suspension may also be invoked in order to direct a pupil to absent themselves from school premises for a particular period for reasons including but not limited to health and safety concerns for the pupil themselves or for other members of the school community or for administrative reasons pending the investigation of particular issue.

A meeting of the Board of Management may authorise further suspension up to a maximum of 10 days. Suspension will be in accordance with the Rules for National Schools and Section 23 of the Education (Welfare) Act 2000.



As soon as possible after the decision to suspend has been taken, the Principal should notify the parents and the pupil in writing of the decision to suspend. The letter should confirm:

- the period of the suspension and the dates on which the suspension will begin and end
- the reasons for the suspension
- any study programme to be followed
- the arrangements for returning to school, including any commitments to be entered into by the pupil and the parents (for example, parents might be asked to reaffirm their commitment to the Code of Behaviour)
- the provision for an appeal to the Board of Management
- the right to appeal to the Secretary General of the Department of Education and Skills (Education Act 1998, Section 29).

Removal of suspension (reinstatement)

During a period of suspension, the parent(s) may apply to have the pupil reinstated to the school. The Principal and the Clinical Supervisor 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.

In the event that the Principal and the Clinical Supervisor are not satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupil's or staff, the parents(s) application to have the pupil reinstated to the school may be referred by the Principal or Clinical Supervisor to the Board of Management.

In the event that the pupil is reinstated, a revised Behaviour Support Plan for the pupil will be required prior to re-admitting the pupil formally to the class.

Appeal

Parents of a pupil who has been suspended for 20 school days or more are entitled under Section 29 of the Education Act 1998 to appeal such a suspension.

Report to National Education and Welfare Board (NEWB)

The Principal is required to report to the NEWB suspensions of a certain length (i.e. 6 days or over) or suspensions which mean that the aggregate number of days of suspension in a school year is 20 or more.



Stage 4 – Expulsion

This procedure may be used in an extreme case, in accordance with the principles set out below and with Section 23 of the Education (Welfare) Act 2000.

Grounds for expulsion:

- The pupil's behaviour is a consistent cause of significant disruption to the learning of others or to the teaching process.
- Continued presence of the pupil in the school constitutes a real and significant threat to the pupil's own safety and well-being.
- Continued presence of the pupil constitutes a real and significant threat to the safety and well-being of others.

Expulsion:

The Board of Management may sanction expulsion for certain prescribed misbehaviour:

- Actual violence or physical assault against another pupil or member of staff
- Attempted violence or physical assault against another pupil or member of staff
- Attempted self-harm resulting in the risk of potentially serious physical injury where the school judges that it can no longer meet the pupil's needs by adequately providing for the pupil's health, safety and well-being when at school
- Actual self-harm resulting in serious physical injury where the school judges that it can no longer meet the pupil's needs by adequately providing for the pupil's health, safety and well-being when at school
- Sexual assault
- Possession of and/or supplying illegal drugs.

Procedure in respect of expulsion:

1. Detailed investigation of incident(s) by the Principal including interviews with all relevant parties, witnesses and the alleged wrongdoer.
2. Provision of written report by the Principal to the Board of Management outlining the facts of the matter as ascertained by the Principal and the Principal's recommendations in relation to sanctions.
3. The Principal's report should be furnished to the parents of the pupil at least 5 working days before the hearing referred to below. Sufficient time must be allowed to them to review the report and be aware of what allegations are being investigated as part of this process. If statements have been taken as part of the investigation or evidence gathered, the parents are entitled to copies of such statements and details about the evidence which will be considered by the Board of Management.



4. The Board of Management considers the Principal's report and recommendations and holds a hearing at which the pupil's parents/guardian can make submissions.
5. The Board of Management considers if expulsion is appropriate in light of the following factors:
 - 5.1. The nature, scale and persistence of the behaviour in question
 - 5.2. The effect of the behaviour on the school community (staff and pupils)
 - 5.3. The previous behaviour and conduct of the pupil
 - 5.4. Any contrition or attempts by the pupil to reform their behaviour
 - 5.5. Attempts (short of expulsion) made by the Principal and staff to divert, correct or check the behaviour and the effectiveness of those attempts
 - 5.6. The duty of the school to provide an education for its pupils and whether the continued enrolment of the pupil affects or limits the Board's ability to discharge this duty.
 - 5.7. The duty of care owed by the school to its employees, pupils and to visitors to the school and whether the continued enrolment of the pupil affects or limits the Board's ability to meet this duty of care.
6. Based on the foregoing considerations, any submissions from the parents and the Principal's report, the Board then makes a decision as to whether or not to exclude the pupil.
7. If the Board of Management recommends expulsion, the Board of Management will propose a date on which the expulsion will become effective which will allow a 20-day period from the date on which the Education Welfare Officer is notified of the proposed expulsion.
8. The Education Welfare Officer is informed of the proposal to expel the pupil and the effective date of that proposal.
9. Parents of the pupil are informed of their rights to invoke a Section 29 appeal under the Education Act 1998.
10. The Education Welfare Officer arranges consultations with the appropriate parties.
11. Confirmation of the decision of the Board of Management (and if relevant, the effective date of the expulsion) is sent in writing by registered post or a recorded delivery method to the parents of the pupil.



Procedure for Notification of a Pupil's Absence from School

Each parent must notify the school of their pupil's absence and the reason for this absence. Notification should be by phone or voice/text/email message to the Principal. In the event of a pupil's absences exceeding 20 days, the school is legally obliged to report such absences to the National Education and Welfare Board (NEWB).

Requirement for parents of new pupils to accept the terms of the Code of Behaviour

Parents who are applying for a place for their pupil in The Red Door School will be furnished with a copy of this Code of Behaviour prior to registering their pupil. As provided for in the Section 23(4) of the Education (Welfare) Act 2000, a Board of Management will require that the parents confirm that the school's Code of Behaviour is acceptable to them before the pupil is enrolled. The Board of Management of The Red Door School will, as a condition of registering their pupil in the school, require parents to confirm in writing that The Red Door School Code of Behaviour is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by their pupil by completing the school form contained in Appendix II.

Before/After School

Parents are reminded that the members of staff of the school do not accept responsibility for pupils before the official opening time or after the official closing time except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management. Pupils involved in such activities are expected to behave in accordance with the Code of Behaviour policy during these times.

RESPONSIBILITIES IN RELATION TO THE CODE OF BEHAVIOUR

Board of Management's Responsibilities

- Provide a comfortable, safe environment
- Support the Principal and staff in implementing the Code
- Ratify the Code.

Principal's Responsibilities

- To promote a positive climate in the school
- To ensure that the Code of Behaviour is implemented in a fair and consistent manner
- To arrange for review of the Code, as required
- To support and implement the school's Code of Behaviour
- To create a safe working environment for each pupil
- To be courteous, consistent and fair
- To use judgement and common sense to maintain the Health and Safety of everyone
- To provide support for colleagues



- To recognise and affirm good work.

Clinical Supervisor's Responsibilities

- To promote a positive climate in the school
- To ensure that the Code of Behaviour is implemented in a fair and consistent manner and provide support to staff in the implementation of same if required
- To assist in the review of the Code, as required
- To devise Behaviour Support Plans which reflect the school's ethos and Code of Ethics
- To provide training and support to staff in the implementation of Behaviour Support Plans
- To conduct ongoing assessment and review of Behaviour Support Plans.

Staff Responsibilities

- To support and implement the School's Code of Behaviour
- All staff will adhere to the positive Ethos and Ethics Guidelines of the school, in order to maintain a positive learning environment.
- To create a safe working environment for each pupil
- To provide support for colleagues
- To recognise and affirm good work
- To prepare school work and correct work done by pupils when required
- To recognise and provide for individual talents and differences among pupils
- To be courteous, consistent and fair
- To speak to the pupils using an appropriate tone
- To keep opportunities for disruptive behaviour to a minimum
- To deal appropriately with problem behaviour through the correct implementation of Behaviour Support Plans
- To undertake training in the implementation of Behaviour Support Plans
- To ensure consistency in implementing Behaviour Support Plans
- To keep records of challenging behaviour as specified in the relevant behaviour plans
- To undertake annual training in non-violent crisis intervention techniques when requested
- To use judgement and common sense to maintain the health and safety of everyone.

Pupils' Responsibilities

- To show respect for all members of the school community
- To follow class rules
- To co-operate with school staff.



Parents/Guardians' Responsibilities

- To encourage their pupil to have a sense of respect for themselves and for property
- To ensure that their pupil attend regularly and punctually
- To notify the school if their pupil is unable to attend school
- To show interest, support and encouragement of their pupil's school work
- To be familiar with the Code of Behaviour and support its implementation
- To communicate with the school in relation to any problems which may affect their pupil's progress/behaviour
- To become familiar with the behaviour support strategies and learning goals necessary to support their pupil and ensure success and generalisation outside of the school environment through attending parent meeting and training activities
- To be courteous towards pupils and staff
- To respect school property and encourage their pupils to do the same
- To label their pupil's property
- To make an appointment when wishing to meet with the Principal /Clinical Supervisor /Teacher.

Limitations of this Code of Behaviour Policy

This document is not designed to list all the possible situations that may arise, nor state all the possible strategies to address challenging behaviour, but to serve as a general guide to the pupils, the teachers, SNA/tutors, the Clinical Supervisor and the Principal to be used to solve individual problems.



Methods of Communicating with Parents

Communicating with parents is central to maintaining a positive approach to dealing with pupils.

A high level of co-operation and open communication is an important factor in encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are reviewed regularly.

Parents/Guardians are encouraged to talk in confidence to the Principal, Clinical Supervisor and teachers about any significant developments in a pupil's life, in the past or present, which may affect the pupil's behaviour.

The following methods are to be used at all levels within the school:

- Home/school communication book
- Email via:
 - a. Class teachers email address – see pupil communication diary
 - b. Principal: principal@thereddoorschool.com
 - c. Clinical Supervisor: danielle@thereddoorschool.com
- Phone call to +353 1 663 7532
- Letter/Note from home
- Informal and formal parent/teacher meetings.



APPENDIX I

Procedure for reporting incidents of severe challenging behaviour

Rationale:

1. To help the team review & update where necessary, the existing Behaviour Support Plan (BSP)
2. To assist in developing a new Behaviour Support Plan as required
3. At the request of parents & carers, to provide a detailed report of episodes of challenging behaviour so that home and school can continue to work together to provide the optimal supports for the pupil's learning
4. To support best practice in the application of the Behaviour Support Plan & its attendant interventions amongst the staff at school
5. To ensure the integrity of Behaviour Support Plans is maintained at all times at school.

Steps to be followed:

1. Immediately communicate the incident to the School Principal or the Clinical Supervisor.
2. Complete an account of the incident with the Principal or Clinical Supervisor before the end of the school day using the Incident Report Form under the following headings:
 - Date & Time
 - Location of where the incident took place
 - Person(s) involved in the incident
 - Activity taking place at the time
 - Description of the behaviour of concern
 - Strategies used to deal with the incident
 - What happened after the incident.
3. The details are transferred to the Incident Report Book by The Principal. In the closing section of the report the staff member will:
 - identify and list possible behaviour triggers
 - acknowledge points arising from the pupil's perspective
 - provide an analysis arising from the incident
 - Sign and Date the report.



APPENDIX II

The Board of Management of The Red Door School requires parents/guardians of pupils enrolling in The Red Door School to confirm in writing that The Red Door School Code of Behaviour is acceptable to them and that they shall make all reasonable efforts to ensure compliance with such code by their pupil.

Please complete this form to confirm your acceptance of The Red Door School Code of Behaviour.

Parents/Guardians Names: _____

Pupil's Name: _____

We confirm our understanding and acceptance of The Red Door School's Code of Behaviour, a copy of which we have been provided with.

We shall make all reasonable efforts to ensure compliance with this Code.

Signed: _____

Dated: _____



APPENDIX III

Date: ____/____/____ Time _____

Student: _____

CRISIS BEHAVIOURS

What behaviours were observed? Personal assault Self-injurious behaviour High-level disruption

Who was directly involved in the incident?

What triggered the behaviour?

What de-escalation methods were used?

Can the trigger be removed in the future?

TRANSPORTATION

Level of transportation used to transport (please tick)

Table with 5 columns: Entry / exit level of transportation, Ind, Back, D. wrist-tricep, D. Sunday stroll. Rows: Highest level of transportation, Exit level of transportation.

Level transportation was faded to (please tick)

Table with 2 columns: Staff involved, How long approximately?

Was transportation faded to independent? If not, give explanation?

Did transportation breakdown? why?

PRONE HOLD

Did transportation break down occur before the prone hold?

What was the duration of the prone hold?

How many staff were involved in the hold?



Was there a supervisor/ teacher present? Yes / No who?

How would you describe the student's reactions during the hold?

How was the students form for the first 5 minutes after he returned to work or after safety had been maintained?

Why was the hold terminated?

A) the criteria set in the plan had been met

B) supervisor said it was to stop

C) the child showed changes to his vital signs

D) other

Any other relevant information?

DEBRIEFING

Were staff asked the following questions?

Are you ok?

Are your hurt?

Is there anything you wish to say about the hold or the manner in which it was conducted if so what? (get staff member to sign)

Signature: _____

Was (who) anyone injured? _____ If yes, have they been informed to fill out an incident / accident report? _____

Were techniques implemented safely? _____ Is there room for improvement?

How can we improve the hold / transport in the future?

Did each staff member involved in PCM report back to class teacher after incident (no longer than 20 mins)

Yes / No

Comment – please explain triggers in further detail if necessary.



Staff signatures (person/s who filled out the form):

Parent information PCM Date: ____/____/____ Time: _____

What behaviours were observed? Personal assault Self-injurious behaviour High-level disruption

Who was directly involved in the incident? Student Staff Environment

What triggered the behaviour?

Did we try to de-escalate the behaviour?

Can the trigger be removed in the future?

What level of PCM was used? Transportation Personal safety Prone hold

Who was involved in PCM? _____

How long was the PCM intervention in place for?

Did the staff report any problems with the intervention? Yes / No

If yes what? _____

Comment – please include any additional information needed relating specifically to the incident involved and or PCM intervention.

Staff signature: _____

Staff signature: _____