



Code of Behaviour Policy

The school has a central role in student'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 children 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.

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

Parents can co-operate with the school by encouraging their children 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 child is accommodated while at the same time acknowledging the right of each child to education in a relatively disruption free environment.

This Code of Behaviour was drafted in March 2012 by the management of Ábalta Special School. After being reviewed by members of the Board of Management, the draft copy was reviewed in detail by the parent representatives on the BOM and the staff representative. Having regard to the opinion of all parties, the final completed copy was sanctioned by the BOM on:

Copies were given to all parents/guardians, and also, copies are also held by parents' representatives. There is a copy of the policy in each classroom and on computer servers. The policy was viewed by all staff on:

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 and spirit.

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

The dignity of each child is maintained, and we believe that each child 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 with us.

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 good 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 child
- To foster caring attitudes to one another and to the environment
- To enable teachers to teach with minimal disruption
- 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 behavioral 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 Behavior and to seek their co-operation in the application of these procedures.

Implementation.

Every 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, emphasize 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. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage.

Affirming appropriate behavior

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 student; that is to say that the behaviour exists in the student's repertoire because it has been learned and serves a function for the student (e.g. a student 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 Ábalta is to decrease challenging behaviour by teaching and reinforcing appropriate replacement behaviours that serve the same function (e.g. teaching the student 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 should be made to ensure that the classroom and school environment is enriched with frequent opportunities for students 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. In order to reward good behavior, trips out may be conditional on an improvement in the behavior, this decision will be made by the class teacher.

Behavior Support Policy

The behavior support and learning specialist at Ábalta Special School has produced a behavior support policy which guides behaviour support in the school.

Statement of Core Values

All children and young people are valued irrespective of their needs, behaviour or background. They must be given the opportunity to enjoy and achieve, stay healthy and safe, make a positive contribution to their community and enjoy economic wellbeing.

When children and young people with Autism Spectrum Disorder (ASD) are nurtured, guided and encouraged, they learn to behave appropriately in a variety of social and educational settings. They achieve healthy emotional growth, acquire social understanding and learn the necessary social and inter-personal skills that will enable them to succeed.

The long-term aims of Ábalta Special School are:

1. To promote positive self-esteem and to encourage self-advocacy.
2. To enable each student to live in the least restrictive and least dependent setting possible.
3. To teach each student to manage and control his/her own behaviour.
4. To provide the student with the skills necessary to meet his/her individual needs while eliminating those behaviours that tend to stigmatise and isolate them from the wider community
5. To promote and enhance each individual student's quality of life.

Challenging Behaviour

Challenging behaviour may be defined as:

“Behaviour ...of such intensity, frequency, or duration as to threaten the quality of life and/or the physical safety of the individual or others”

Any behaviour displayed by a person which is considered challenging or inappropriate by others, or gives rise to reasonable concern, may be considered as challenging. However, the use of the term challenging should be understood in terms of the social context in which the behaviour occurs.

The term behaviour support is used in this document as opposed to behaviour management, as it implies the need to consider all aspects of each student's behaviour rather than just those identified as *problem* or *difficult*. Passive, non-assertive behaviours restrict a student's independence and learning as much as those which are perceived as being problem behaviours. Challenging behaviour serves a necessary purpose for an individual and it is largely learned through a history of interactions between the person and the environment. A single behaviour may be maintained by more than one outcome and a group of behaviours may be used to achieve a single outcome.

Philosophy

What is unacceptable behaviour to one person is not necessarily unacceptable behaviour to another. Because changing behaviour is acting against a person's personal choices it is therefore ethically more defensible to operate within the context of positive, supportive programmes. The function of most behaviour is legitimate, e.g., there is nothing wrong with asking for attention. Many behaviours serve a communicative function. It is therefore more effective and valid to teach an alternative, appropriate response than to try and extinguish a behaviour using aversive techniques (punishment). Research shows that there are a variety of interventions as effective as punishment, and that these have fewer problematic side-effects. Punishment frequently elicits aggression, does not teach generalisation, is poorly received in the community and needs to be continued in order to maintain a reduction in behaviour. Positive procedures are constructive, in that they teach alternative responses and build self-esteem.

Punishment will not be used as a means of managing a student's behaviour. This does not preclude the use of standard discipline such as not allowing a student to do something until they have finished what they are currently doing, or re-doing bad work. However, disciplinary decisions must always be made that take into account the abilities of the individual. The code of behaviour policy of the school will be adhered to in regard to any disciplinary procedures.

Individual behaviour support plans must operate in the context of a curriculum, which is in itself rewarding and stimulating. The curriculum should strive to provide an instructional context within which a student performs functional, age-appropriate acts in a variety of natural domestic, academic, vocational, recreational and community settings. Without such an ethos, behaviour support is likely to be coercive and ineffective.

Behaviour support plans can only be effective if staff have ownership of them. Class teams will be involved in their development and implementations. All staff must be fully informed of relevant procedures in order to ensure continuity across all settings. Ongoing staff training must be available to address their needs. Wherever possible, students should be involved in the development and implementation of their behaviour support plans. Positive expectations have a positive effect on the behaviour of others. Every pupil is of equal value and deserving of the same respect.

The Behaviour Support Policy endorses the following documents:

- BCBA - Guidelines for Professional Conduct
<http://www.bacb.com/index.php?page=100165#guidelines>

-Psychological society of Ireland – Code of Professional Ethics.
<http://www.psihq.ie/DOCUMENTS/Code%20of%20Professional%20Ethics.PDF>

-Children First Child Protection Guidelines & more specifically Abalta's Child Protection Policy

http://www.dcy.gov.ie/documents/child_welfare_protection/ChildrenFirst.pdf

A hard copy of these guidelines is available in each classroom.

Ábalta Special School will continually identify ways of sharing information and working together to protect its students from harm and help them to achieve what they want in life.

Prohibited Negative Procedures

The board of management recommend that the following procedures should be prohibited from use within the school:

1. Corporal punishment, including smacking and rough handling
2. Withholding of sustenance and force feeding
3. The use of unpleasant events including sounds, tastes, visuals, sensations and smells.
4. The withdrawal of basic rights of the individuals including the right to three nourishing meals per day, the right to be in a comfortable safe and warm environment, the right to go home and the right to personal possessions.
5. Leaving students in conditions of discomfort.
6. Emotional and psychological harm.
7. Unauthorised restraint which exceeds the degree of restraint that may be required on occasions to prevent injury to the individual or to other students or staff.
8. Withholding of basic physical comforts such as warmth and appropriate clothing.
9. The locking of a student in a room, at any time, even if an adult is present.
10. The use or withholding of medication.
11. Inappropriate use of voice and tone.
12. The use of language which demeans or intimidates the student.
13. Putting students out of the classroom unsupervised.

Physical Interventions

Physical restraint at Ábalta Special School is defined as the positive use of force in order to protect a person from harming himself/herself or others. In exceptional circumstances, and as a last resort procedure, staff may use physical intervention as part of a total response to the student, but only if its use has been agreed by the student's parents, all other personnel involved and the procedure is clearly scripted in the students Behaviour Support Plan. Staff must also have received training in the use of an accepted physical intervention.

At Abalta School training in this regard will be in accordance with Crisis Prevention Institute (CPI) Inc, Atlantic Business Centre, Atlantic Street, Altrincham, Cheshire WA14 5NQ, UK. CPI is accredited to *bild* (physical interventions accreditation scheme) and is recommended by the Department of Education.

Use of Time Out

See Use of time out / de-escalation rooms policy

Equal Opportunities

The school's role is to plan for and meet student's individual needs. Should a situation develop that is beyond the expertise of staff, external agencies will be consulted, e.g., Behavioural Psychologist, Educational Psychologist etc...

The behaviour support needs of all students will be discussed at an Annual Review meeting and Behaviour support plans, when needed, will be included in a student's Individual Education Plan.

A copy of the student's behaviour support plan will be furnished to their parents/guardians. The student's cultural background must be taken into consideration and the individual behaviour support plan should maintain a balance between environments of school, home and community. In the event that a more restrictive treatment is sought by the school to treat challenging behaviour emitted by a student, informed written consent needs to be received by the parents/guardians.

Methodology

1. Pupils will have a Behaviour Support Plan (BSP) as a component of their Individual Education Plan if staff/parents feel that aspects of their behaviour impede their safety and learning or interfere with the safety or learning of others. Prior to compiling a BSP the function of the behaviour will be assessed using at least one appropriate assessment tool e.g. Questions About Behavioural Function (QABF), Functional Analysis Screening Tool (FAST) by a staff member. This staff member can be a special needs assistant, teacher or Director of

Education. In the case of behaviours which are severely challenging at least two assessment tools should be used. The aim is to always work collaboratively with parents.

2. The Behaviour Support Plan (BSP) must include:

- i. The results of behaviour assessment detailing the function of the selected behaviour.
- ii. A precise description of the behaviour selected for deceleration and precise description of the behaviour to be developed.
- iii. A component which considers the student's environment and alterations which will reduce the need for inappropriate behaviours. The term environment is used in its broadest sense to cover everything that may affect a student, including personal interaction styles.
- iv. A positive teaching strategy which serves to teach the pupil specific, socially acceptable responses that serve the same function as, or replace the need for, the behaviour that has been targeted for reduction. This section may be cross-referenced to the student's communication programme.
- v. Details of how appropriate behaviours will be reinforced, how often and by whom.
- vi. A section on Reactive Strategies i.e., how to respond when the behaviour occurs.
- vii. A start date and a review date.
- viii. A record of who has been involved in drawing up the programme, who is responsible for implementing the program and who is responsible for ensuring the BSP is implemented correctly.
- ix. A record of any physical interventions which may be used with parent's consent.

3. Strategies for Crisis Intervention and Prevention

Where physical interventions are part of the Behaviour Support Plans they will be those taught as part of the CPI UK methodology and will be used by staff trained

in the use of CPI interventions. All physical interventions will be agreed with parents and recorded in the Behaviour Support Plan.

In the case of a pupil who has challenging behaviour which results in regular injury to self or others there will be regular meetings between the principal and the behaviour support and learning specialist, teachers and parents to monitor the situation. At all times the aim is to use the least intrusive methods and to work towards decreasing the amount of support a pupil needs.

Implementation

Staff Development

All staff will receive ongoing in situ and in-classroom Behaviour Support Training. This is a mandatory requirement for all staff at Ábalta Special School. All staff must be given appropriate training in the rationale, aims and methods of behaviour support, e.g. functional assessment, positive programming etc. CPI UK training focuses on developing practice strategies to support students with challenging behaviour. A training programme is established to train all staff in CPI UK including team control which is a core physical intervention stance, touch support, one-person escort, 2-person escort. Regular practice sessions will be held to refresh staff of the interventions in class team groups and full refresher training is carried out with all staff annually. Any other core interventions will be taught as appropriate, used with permission of parents and practiced regularly. Instruction will be from licensed CPI instructors who are also staff members.

As part of behaviour support in Ábalta Special School the policy ensures that only a qualified individual in clinical behavioural interventions and person centred planning designs and sanctions the individualised the behaviour support plans. At Ábalta Special School this person is the Behaviour Support and Learning Specialist, who holds a Masters degree in Applied Behaviour Analysis and Behaviour Support Interventions.

Whenever a new complex case of challenging behaviour arises with any particular individual student, the class teacher should inform the Principal. It is the responsibility the principal to arrange a case review meeting with the Behaviour Support and Learning Specialist and the full multi-disciplinary team. The multi-disciplinary team at Ábalta Special School includes the behaviour support and learning specialist, speech and language therapist, occupational therapist, school principal, class teacher and key special needs assistant. Parents/Guardians of the student will also be obliged to attend this meeting. Following this meeting, a behaviour support plan will be developed in conjunction with all staff and will a copy of same will be furnished to parents/guardians.

Support for Staff

The success of behaviour support plans depends on an on-going system of support for staff. This support will be given through management and colleagues at Ábalta Special School and through outside agencies where identified. All training will include how to seek advice and help in dealing with challenging behaviour and in functional analysis of behaviours and the development of behaviour support plans.

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 students and staff is our priority. In particular, when students are participating in activities outside school, a risk assessment is carried out and extra precautions are put in place. If a student presents with challenging behavior that poses a threat to him/herself or others while on an outing, then that student and his tutor will return to the school. Risk assessments have been produced and individualized for all students.

The school has adopted the MAPA former CPI ® Nonviolent Crisis Intervention training program. All staff and current substitute staff at Abalta Special School are required to be trained in MAPA procedures. Competency measures required by MAPA must be met in order to become and remain MAPA certified. Recertification is on a yearly basis through on-site training; and trainer recertification is also provided by MAPA through their Instructor Excellence Renewal Course. Certified on-site instructors is Maura Madden. Training in MAPA can also be offered to parents / guardians / other family members and board of management members.

MAPA provides school staff with a repertoire of crisis management techniques; it is not intended to be used as a behaviour intervention program. Crisis management techniques may be prescribed as part of a comprehensive behaviour support plan for a student with a history of intense levels of challenging behaviour/ behaviour that may pose a risk to self/ others. Parents will be informed of the use of any MAPA techniques that are included in the student's behaviour support plan.

Staff training in MAPA procedures also affords staff the skills to deal with unforeseen/ emergency levels of challenging behaviour in as safe a manner as possible for all involved. As a last resort, emergency safety procedures will be implemented by trained staff in the event of an incident where challenging behaviour occurs. The teaching staff and behaviour support team will take the necessary steps to ensure the safety of the student, other students, and staff; as per the Behaviour Analyst Certification Board (BACB) ethical guidelines for best practice:

1. Emergency procedures should only be used when there is a documented need to do so to protect the student, and/ or others in the environment as per Behaviour Support plans or when a new behaviour arises.
2. 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.
3. The use of emergency procedures should result in the assessment of the factors leading up its use and consideration of measures, if any, that should be initiated to reduce or eliminate the need to use the procedure in the future.

Parents should be informed by phone following a crisis incident that warrants an incident report as per reporting procedure criteria. School copies of incident report forms are filed in the student's individual files in the Principal's office.

A case review meeting should be conducted following any intense/ crisis level episodes of challenging behaviour. These meetings should involve all relevant staff and use the standard debriefing format developed within the school as per the COPING model of MAPA.

Suspension/Expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised. Communication with parents may be verbal and / or by letter depending on the circumstances.

For extreme challenging behaviour or repeated instances of serious challenging behaviour which poses a safety risk to students and staff, suspension may be considered. The steps involved in the management of challenging behaviour as per the student's behaviour support plan prior to suspension or expulsion will be considered. Parents concerned will be invited to come to the school to discuss their child's case. Aggressive, threatening or violent behaviour towards a staff member or student will be regarded as serious or gross misbehaviour.

Where there are repeated instances of serious challenging behaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend at the school to meet the Chairperson and the principal. Parents are required to give an undertaking to cooperate with the School in developing strategies to address the problem behavior. Prior to suspension, where possible, the Principal may review the case in consultation with members of the staff involved, with due regard to records of previous challenging behaviour, their pattern and context, reductive consequences and other interventions used and their outcomes, and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of extreme challenging behaviour, where it is necessary to secure the safety of the students and staff, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act. It is the decision of the Board of Management as to whether a student is suspended and / or expelled.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The application will be considered with reference to any necessary support and resources required by the school (e.g. physical changes, consulting other experts

where applicable etc). The Principal and the Behaviour Support and Learning Specialist will facilitate a review of the existing behaviour support plan for the pupil if required and will re-admit the pupil formally to the class.

School Rules

School rules are kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. If a school is to function efficiently, it is necessary that rules and regulations are clearly stated and enforced consistently and fairly. Rules for staff are as follows and have been drawn up in consultation with staff:

- Sign in and sign out each day, non-regular staff sign in and out of the visitor's book
- Be punctual going to and returning from breaks, be in attendance in the classroom at 9.15 each morning and do not leave until 3.45 Monday – Thursday, and 3.15 on Fridays.
- Adhere to classroom and school rosters re. clean up etc.
- Ensure confidentiality at all times
- Carry out duties as prescribed by Principal, DOE or teacher (as appropriate)

School rules for students will be set out class by class as deemed appropriate by the class teacher.

Before/After School

Parents are reminded that the staff of the school does not accept responsibility for pupils before the official opening time of 9.30a.m. or after the official closing time of 3.10p.m. 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 behavior policy during these times.

Board of Management's Responsibilities

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

Principal's Responsibilities

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.
- Address any new cases of challenging behaviour.

Behaviour support and learning specialist responsibilities

- Production of behaviour support plans
- Staff training in their implementation
- Data review and revision of plans where required

Class teacher responsibilities

- Implementation and monitoring of behaviour support plans
- Adapting plans in the absence of the behaviour support and learning specialist

Classroom Staff Responsibilities

Support and implement the school's code of behaviour.

- Create a safe working, learning and play environment for each pupil.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Speak to the students using an appropriate tone
- Deal appropriately with minor problem behaviour through the correct implementation of behaviour support plans.
- Keep a record of instances of serious challenging behaviour or repeated instances of problem behaviour
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.
- Undertake training in the implementation of student behaviour plans.
- Undertake annual training in MAPA Non-violent crisis intervention techniques.
- All staff will adhere to the positive Ethos of the school, in order to maintain a positive learning environment.
- Ensure consistency in implementing behaviour support plans
- Ensure parents are informed of behaviour support strategies and learning goals to support their child; and provide training and support to parents where possible.
- Keep records of challenging behaviour as specified in the relevant behaviour plans.

- Judgement and common sense should be exercised by all staff to maintain the Health and Safety of everyone as per health and safety policy.

Pupils' Responsibilities

- Show respect for all members of the school community.
- Follow class rules.
- Co-operate with school staff

Parents/Guardians' Responsibilities

- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually.
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behavior and support its implementation.
- Co-operate with the class staff in instances where their child's behaviour is causing difficulties for themselves and others.
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.
- Become familiar with the behaviour support strategies and learning goals necessary to support their child and ensure success and generalisation outside of the school environment.
- Label pupil's property.

Code of conduct for parents / guardians

- Courteous towards pupils and staff.
- Make an appointment to meet with the Behaviour support and learning specialist/Teacher/ Principal/ though the School office as per Home / school partnership policy
- Respect school property and encourage their children to do the same.

Responsibility of Adults

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

As adults we should aim to:

- Create a positive climate with realistic expectations
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability

- Show appreciation of the efforts and contribution of all

Limitations.

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 students, the teachers, SNAs, behaviour support and learning specialist 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 children. Parents and teachers should develop a joint strategy to address specific difficulties, in addition to sharing a broader philosophy 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. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents have been established and are contained in the school's home / school partnership policy.

Reviewed by the Board of Management on _____

Review date: _____

Signed: _____

(Chairperson, Board of Management)

APPENDIX I

Reporting Procedures I

Ábalta Special School, Roll No: 20371A

Rationale:

- a. To help the team review & update where necessary, the existing Behaviour Support Plan (BSP)
- b. To assist in developing a new Behaviour Support Plan as required
- c. 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 child's learning
- d. To support best practice in the application of the Behaviour Support Plan & its attendant interventions amongst the staff at school
- e. To ensure the integrity of Behaviour Support Plans is maintained at all times at school

Procedure:

If not already specified in the student's behaviour support plan, Report incidences of severe challenging behaviour (for a duration of 5+ minutes and / or resulting in injury caused to student and / or others)

Injury is defined as damage caused to the body – a lesion to the skin or a bruise resulting in clotting of blood or reddening of the skin

The level of injury will be determined by the criteria set down in the student's Behaviour Support Plan. Copies of each child's Behaviour Support Plan will be contained at the front of their individual folders.

The injury may be to the student him/herself, another student or to a member of staff. For injuries to other students the behaviour incident report form is completed for the student who caused the injury and an accident report form is completed for the student who received the injury. If the student received an injury to themselves, this is recorded in the behaviour incident report only. Injuries to staff are reported in the form in appendix III where the staff member requires medical attention. For further details, refer to the Abalta Health and Safety policy.

1. Immediately communicate the incident to the Behaviour support and learning specialist and / or the School Principal.
2. The behaviour incident report form is completed for incidents involving students and appendix III form is to be completed for staff.
3. The behaviour incident report is given to the Behaviour support and learning specialist by the end of the work day in which the incident took place.

Procedure for reporting accidents in school

- Immediately communicate the accident to the School Principal.
- Before leaving work on the day of the accident, fill out a form (Appendix III) from the student accident report form folder in the tutor's office or (Appendix IV) for staff in staff accident report forms folder also in the tutor's office
- If you are unable to write the details of the accident in the report form book, then please ensure to dictate the nature of the accident to another person who should fill out this form on your behalf.
- Give the completed student accident report form to the behaviour support and learning specialist
- Give the complete staff accident report for to the principal

Procedure for reporting broken teaching resources, materials or furniture

- Immediately ensure that your student is supervised by another team member while you clean up and make the environment safe again
- If needed, remove the students from the classroom until environment is restored
- If additional help is required, request same from Administrator
- Ensure that any broken objects are immediately removed from the environment and brought to the main office
- Note items for repair / replacement in the maintenance folder in the tutor's office

Appendix II

Behaviour Incident Report

Date of incident: _____

Time of Incident: _____

Duration of the incident: _____

Location: _____

Staff who were present/witnessed the incident:

Student(s) involved in the incident:

List any identified behavioural triggers:

-
-
-

List the behaviours that occurred during the incident (ensure to specify the behaviour):

-
-
-
-
-

Description of injury and who suffered an injury if any occurred as a result of the incident:

List any action points required:

-
-
-

Signed (staff): _____

Date: _____

Appendix III

Report Form – for accidents in school involving students

- Name of student: _____.
- Class: _____.

Circumstances in which injury occurred:

- Location: _____.
- Date and time: _____.
- Description of Injury: _____.

_____.

Names of Witnesses: _____.

When did you report the incident? _____

Did the student require medical assistance? _____

Actions Taken: _____.

_____.

Signed (tutor): _____ Date _____

Reviewed and signed: _____ Date _____

Follow up actions: _____

Appendix IV

Report Form – for accidents in school involving staff, volunteers

- Name of staff: _____.
- Class: _____.

Circumstances in which injury occurred:

- Location: _____.
- Date and time: _____.
- Description of Injury: _____.

Names of Witnesses: _____.

When did you report the incident? _____

Did you require medical assistance? _____

Actions Taken: _____.

_____.

Signed (employee): _____ Date _____

Reviewed and signed: _____ Date _____

Follow up actions: _____
