

Moneystown National School



Absconding & Behaviours of Concern Policy

2022

Introduction:

This policy was drafted by the staff and Board of Management of Moneystown National School in December 2021 to formally outline roles and responsibilities regarding absconding and physical interventions when dealing with behaviours of concern.

Rationale:

Moneystown National School is an inclusive school with a holistic approach to the education of all pupils. The health, safety and well-being of all pupils and members of staff is of paramount importance.

This policy recognises that some pupils may present with complex needs and therefore may engage in behaviours of concern. Some of these behaviours may pose a threat to the safety of either themselves or others. This policy was drafted in consultation with the Special Education teachers, staff and Board of Management to clarify the school policy in responding to incidents such as absconding, self-injurious or, violent behaviour (or any other relevant behaviour of concern).

School Ethos:

This policy was drafted in line with the school ethos and mission statement. As such the dignity of each child will be central to the safety interventions and responses implemented in this policy.

Aim:

The aim of this policy is to clearly outline the roles and responsibilities of each stakeholder in relation to incidents of concerning behaviour (e.g., absconding, self-injurious or violent behaviour).

Prevention Strategies and Procedures:

- The staff and Board of Management of Moneystown National School endeavour to adopt a proactive rather than reactive approach to behaviours of concern. The teaching staff implements a number of different support strategies, programmes and practices at class level to reduce the risk of behaviours of concern (see Appendix 1). Using the Continuum of Support

Model, pupils are supported in managing the social, emotional, behavioural and academic demands of the school day at class level, school level and school support plus level as appropriate.

- The class teacher will use observations, assessments and information from the pupil / parents to draft a class support plan when addressing behaviours of concern at class level. If the pupil poses a medium to risk, the class teacher will refer the intervention on to the Special Education Teacher and Principal for school level or school support plus level interventions and supports.
- Where necessary, some pupils may access school support for behaviours of concern. The Special Education Teacher in consultation with pupil / class teachers / parents / SNA / Principal and any other relevant professional, will draft a behaviour support plan to support pupils identified through the Continuum of Support as being at risk of engaging in behaviours of concern.
- The SET will use interventions recommended by the NCSE's Behavioural Resource Bank when deciding on a behavioural support plan (<https://www.sess.ie/behaviour-resource-bank>).
- Where relevant and in consultation with parents, the Principal may also request advice and support from NEPS, SENO or other relevant school support plus agencies when drafting a behavioural support plan (<https://www.sess.ie/resources/behaviour-management>).
- A low arousal approach will be implemented by all staff when attempting to intervene in a situation of concern. The Principal will ensure that all members of staff are aware of low arousal techniques (as recommended by NEPS and available from SESS Behavioural Resource Bank).
- Continued Professional Development in the area of low arousal and relevant behavioural intervention strategies for behaviours of concern will be supported by the Board of Management and all staff are encouraged to upskill in this area at regular intervals (see www.ecsi.ie , NCSE Pathways to Prevention Course, NCSE Challenging Behaviour Course, www.middletoncentre.ie etc).
- If required the Board of Management may provide specialist training to respond to medium to high-risk behaviours of concern (e.g., National Behavioural Support Service / NCSE <https://www.sess.ie/resources/behaviour-management>).
- Access to regular movement breaks, sensory breaks and calm breaks will be prioritised for pupils identified as posing a risk of engaging in behaviours of concern. These breaks will be supervised and the Principal will liaise with the SET / class teacher and SNAs to facilitate these interventions.
- Environmental changes may be implemented to reduce triggers and support the pupil's emotional regulation and responses to demands (e.g., access to a sensory room in the class, individual sensory tool box, low arousal environment, seating arrangements, lighting etc).
- Explicit teaching of prerequisite skills and access to specialised teaching may be facilitated by the Special Education Teacher as a preventative strategy to support pupils at risk of behaviours of concern (e.g., Zones of Regulation Programme, breathing techniques and mindfulness, Incredible 5 Point Scale, social stories, visual timetables etc).

Response to an Incident of Concerning Behaviour:

- All staff will adopt a low arousal approach when dealing with a behaviour of concern.
- A member of staff may be required to intervene physically to prevent a pupil harming themselves or others. Physical intervention will be measured and appropriate.
- A member of staff may be required to intervene physically when all other approaches have been exhausted or, if the member of staff believes the safety of the pupil or others is in immediate danger.
- A member of staff should not intervene physically if it is likely to result in injury to the pupil or others, likely to escalate the situation further or, if it is deemed to not be possible to do so safely.

Outline of Procedures when choosing to intervene physically:

A physical intervention is the last resort in a behaviour management strategy and should only be used in exceptional circumstances where there is a very clear and immediate risk to the safety of the pupil and / or the safety of others. The physical intervention should use the minimum amount of force necessary and be for the shortest period possible.

1. Response using Low Arousal techniques:

- Adopt a calm, non-threatening stance and posture
- Use a calm, slow and controlled voice
- Adopt a reduced language approach and give clear, concise instructions / directions
- Pause and allow time for compliance before repeating clear, concise instructions / directions
- Where possible remove other pupils from the situation and seek additional adult support (Red / Yellow Card system).

2. Risk Assessment and a Balanced Approach:

- Before implementing a physical intervention, all members of staff should balance the likely outcomes if physical intervention is used against the likely outcomes if it is not.
- Where possible the member of staff should assess the short-term risks versus the long-term risks before implementing a physical intervention.
- Any physical intervention should be in the best interests of the safety of the pupil and / or the safety of others.
- The dignity of the pupil should be upheld in so far as is possible during a physical intervention.

3. Recovery and Respect

- Following a physical intervention, the pupil will be given time and space to de-escalate and regulate through the recovery phase of a behaviour of concern.
- The Principal will notify the parents immediately and outline the incident / interventions before agreeing the next steps in supporting the pupil.

- The teacher involved in the intervention will record all actions on Aladdin and be available to debrief with the Principal regarding the intervention.
- The Principal will arrange a debriefing meeting with the parents / class teacher / SET and other relevant professionals as soon as possible to help inform future behavioural supports and interventions. The pupil may also be invited to contribute these discussions where appropriate.
- The Principal may arrange support for any member of staff or pupil affected by the intervention (e.g., NEPS support or advice).

Procedures for Pupils Absconding from School Grounds:

- In the event that a pupil absconds from the school grounds staff members should contact the pupil's parents and Gardaí immediately.
- Members of staff will not pursue a pupil once they have left the school grounds but the principal where possible will record the direction / location of the last sighting of the pupil.

Records and Discipline:

- Teachers / SNAs will record all incidents of behaviours of concern in the individual pupil's file on Aladdin.
- Any serious incidents will be communicated to the Principal. The Principal / Class teacher will also inform the parents.
- The Code of Behaviour may be invoked for any incident if deemed appropriate by the Principal and Board of Management, up to and including suspension.
- Pupils with additional needs may be supported with specialised teaching and specific intervention programmes to reduce behaviours of concern. These interventions may be arranged in consultation with relevant school support plus agencies (e.g., HSE, NEPS, NCSE, Lucena Clinic etc).

Complaints Procedures:

The Board of Management and staff of Moneystown National School promote an inclusive, collaborative approach regarding the education, care and management of pupils in our school. The staff seeks to engage positively with parents in implementing this policy. By implementing the Continuum of Support, parents will be notified and involved in the drafting of a behavioural support plan for their child.

Should a parent / pupil or member of staff wish to make a complaint they should in the first instance contact the Principal who will provide the complainant with a copy of the School's Complaints Procedure Policy.

Communication of this Policy:

This policy will be communicated to the whole school community through the school website, the Code of Behaviour and Information Pack for parents and it is also available from the school office on request.

Ratification & Review:

This policy was ratified by the Board of Management in January 2022 and will be reviewed in 2024 by the staff / Board of Management.

 John Byrne


Chairperson of the Board of Management

 Anne Marie Morris

Principal

Date:

Appendix 1

Intervention Programmes & Practices to Support Behavioural Care Needs Moneystown NS  SEN File	
Continuum of Support model	<ol style="list-style-type: none"> 1. Whole School / classroom approaches for all 2. Group based support and intervention for some 3. Intensive individualised approaches for a few
Whole School / Classroom Approaches & Programmes	
Code of Behaviour & Classroom management	<p>Clear, consistent expectations (e.g. class rules, contracts etc) with behaviours explicitly taught to those screened and deemed at risk using the continuum model and social skills supports.</p> <p>Focus on early intervention and proactive rather than reactive supports (e.g. buddy system, traffic lights visual cues, AISTEAR programme, Fun Friends etc).</p>

	<p>Provides for positive behavioural support to help pupils to change inappropriate behaviour, reflect on behaviour and learn a functional equivalent replacement behaviour.</p> <p>Positive reinforcement rather than punitive (e.g. Kindness Stickers, Achievements Board, Golden time, positive notes to parents, class dojo, student awards, attendance awards etc).</p>
CPD	<p>Staff engagement in relevant CPD to support positive behaviour and inclusion. SEN team and class teachers identify target areas annually for whole school training or individual training.</p>
Positive Relationships Promoted	<p>Whole School Approach to developing and promoting positive relationships (e.g. school mission statement). Warm, caring environment with sense of trust and respect. Adults can set the tone by modelling expected behaviours and encouraging participation through fostering positive relationships (e.g. Assembly, Achievements Board, Friendship Board, pupil voice and participation in Green School, Amber Flag, School Team games, School Choir, Prefects etc).</p>
Responding to inappropriate behaviours: A Problem Solving Approach (Scott et al 2010)	<p>Four tier approach to behaviour support</p> <ol style="list-style-type: none"> 1. Prediction informed by analysing and observing challenging behaviour (setting events, antecedent, behaviour and consequences) 2. High- Probability Interventions that include a focus on relationships, differentiated instruction and behaviour management 3. Consistency to ensure that there is a whole staff approach to managing a specific behaviour. 4. Assessment and observations to monitor key outcomes that may be used to inform next steps of support
Differentiation	<ul style="list-style-type: none"> • Using a variety of instructional approaches (whole class, group work, 1:1, peer tutoring, paired work, co-op teaching etc) • Using a variety of instructional strategies (e.g. demonstrations, role plays, active learning, discussions etc) • Grouping within class based on needs • Offering choice of learning activities based on needs, strengths, interests or learning preferences. • Using KWLs and brainstorming to assess level of understanding • Facilitating a variety of learning responses <p>Assessment for and of learning central to learning process. New Language assessment to help establish communication skills of pupils in Early Years of school.</p>
Behaviours for Learning – teacher observations to understand the context of a specific behaviour	<ul style="list-style-type: none"> ▪ Relationship with Self: a pupil who does not feel confident as a learner and who has ‘internalised’ a view that s/he is unable to succeed as a learner will be more likely to engage in the challenge of learning and (in consequence) may be more inclined to present ‘unwanted behaviours’ ▪ Relationship with Others: all ‘behaviour’ needs to be understood as ‘behaviour in context’. Behaviour by pupils is triggered as much by their interactions with others (pupils,

	<p>teachers or other adults in schools/settings) as it is by factors internal to the child.</p> <ul style="list-style-type: none"> ▪ Relationship with the Curriculum: pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment. <p>In order to maximise the potential for learning schools should proactively facilitate Access, Participation and Engagement in learning through enabling teaching and supporting pupils to develop relationships with the curriculum, others and themselves supported by their School, Education Services, Family and Community.</p>
Friends for Life Programme	<p>Implementation of Friends for Life Programme and application CPD for class teachers from 2nd – 6th class in place.</p> <p>Fun Friends Programme & CPD in December 2018 (MD) and roll out over term 3 / term 1 2019 in Senior Infants & First Class</p>
Lunchtime Clubs	<p>Alternative lunchtime activities to promote positive social engagement, peer relationships and inclusion. Clubs vary from term to term and have included – Art club, Book Club, Games Club, Garden Club, Chess Club, LEGO Club, Dance on Yard etc.</p>
AISTEAR Programme	<p>Language based programme to promote social interaction, language development, engagement, participation, access to the curriculum and the development of positive relationships.</p> <p>Currently in place from Junior Infants to 1st class.</p>
Language & Communication Skills	<p>SSE in Oral Language to support pupils’ social communication skills, participation levels, curriculum access and development of positive peer relationships. Development of language skills identified as key component of schools’ positive / proactive approach to behaviour management.</p>
Tier 2: Support for Some & Group Based Support	
Breakfast Club	<p>Explicit teaching of social skills, desired behaviours, development of positive relationships, positive reinforcement etc within a small group setting. Weekly sessions to focus on specific behaviours (e.g. turn taking, sharing, co-operating to complete a task, conversation skills, eye contact and body language etc). At risk pupils identified and included in these sessions via Early Intervention Programme. Senior groups also facilitated as required.</p>
Zones of Regulation Programme	<p>Group sessions to develop pupils’ emotional vocabulary and awareness. Pupils grouped by need and as part of an Early Intervention Programme.</p>
LEGO & Communication Skills Programme	<p>Promoting social engagement, participation and positive relationships through LEGO</p>
Movement Breaks & Sensory Breaks	<p>Classroom based movement breaks and sensory breaks to support engagement levels and regulation.</p>
Music Therapy	<p>ASD Music therapy programme to support social communication and participation in group activities for SEN pupils and their peers.</p>
Tier 3: Support for a few / Individual Support	

Individual Behavioural Plans	Parents and teachers liaise to draw up an individual behavioural plan to support a specific pupil. The focus is on teaching a functionally equivalent, replacement behaviour and eliminate the inappropriate behaviour. ABC observations are used to understand the function of the behaviour / setting event / consequence etc.
CPD	Staff engagement in specialised CPD to meet the behavioural needs of individual pupils.
Social Stories by Carol Gray & Visual Cues or reminders	Specific social skills and expectations taught to individual pupils with the use of social stories and visual cues.
Social Skills by Jed Baker	Specific social skills identified during planning meetings with parents, SNAs, SET and outside agencies to used in individual pupil plan.
SAS Programme	Support individual pupils complete the SAS programme with Lucena Clinic.
Zones of Regulation Programme	Deliver the programme to individual pupils or pairs of pupils (who cannot yet work within a group setting) to develop self-awareness, emotional vocabulary and regulation.
Mindfulness Pod	Access to mindfulness as part of a movement / sensory break programme.
Movement Breaks & Sensory Breaks	Following OT / professional reports, a movement break programme for individual pupils is organised by SET or class teacher to meet the child's individual needs.
Incredible 5 Point Scale	Supporting target setting to meet the behavioural needs of individual pupils (e.g. noise levels 1-5).
Positive reinforcement & Rewards	Individual targets set with pupils with clear expectations, a timeframe and reward to reduce or eliminate an unwanted behaviour (e.g. access time separation from parents, using toilet properly, completing work etc). Pupil encouraged to monitor and take ownership of progress.
Pupil Self-Directed Interventions	Self-management, self-monitoring and self-instruction by the pupil following explicit support from the teacher. Self-management following instruction / modelling / visual cues (e.g. managing resources, zipping up coat, washing hands etc). Pupil Monitoring of behaviours (e.g. tick when task completed, sitting and ready to learn etc). Self-instruction – teacher models, pupil observes, teacher models, pupil copies, pupil models and teacher observe (e.g. following visual cues to complete tasks, follow timetable independently).
Check & Connect (version of intervention programme by NBSS)	Identify pupils at risk (e.g. poor social skills or communication difficulties, poor attendance, challenging behaviour etc) and pair with a teacher / SNA. Throughout the week, the paired adult makes an effort to engage with, and build a positive relationship with the pupil informally. The focus is on building a positive relationship with

	one significant adult to help improve school attendance, achievement, participation, self-esteem etc.
Home- School Communication Log	Positive home-school log to track / report positive behaviours by an at-risk pupil who is currently engaging in negative behaviours. Attention and positive feedback are given by the teacher for the positive behaviours and the log is sent home for similar positive reinforcement by parents.
Functional Behavioural Assessments	Before deciding on specific intervention for significantly challenging behaviours, an analysis will be carried out on the possible functions of the behaviour. The setting event, antecedent, behaviour and consequences will be used to choose a F.E.R.B. School support plus advice and input by be sought at this level of behaviour management (e.g. Pathways to Prevention Programme, CPD for staff NBSS etc).
Behavioural Contracts	Following failure of other interventions, a behavioural contract is drawn up if deemed appropriate. Pupils are given clear expectations and failure to adhere to these expectations result in clear consequences outlined in advance. Teacher, parent and pupil contract.
Support Materials	
SESS	Supporting Behaviour Management in School for Students with Behavioural and /or Social Difficulties (BESD) Data based approaches to implementing, monitoring and evaluating interventions
SESS	Behaviour Management Advice Sheets
NCSE	Pathways to Prevention Programme
SESS	Challenging Behaviour & SEN programme
Middletown Centre for Autism	ASD and Promoting Positive Behaviours Sensory Processing Supports etc.
NEPS	Resources on SEN Onenote for PDA / ASD / BESD / Anxiety etc.