



BEHAVIOUR MANAGEMENT PROTOCOL RATIONALE

The purpose of this protocol is to support our pupils in managing their behaviour so that they can take responsibility for their own behaviour and learn how to make appropriate choices.

This protocol ensures that there is a consistent approach at whole school level to managing pupils behaviour, there is an appropriate environment for learning to take place and there are clear boundaries for managing pupils behaviour.

PROTOCOL FOR LOW LEVEL CHALLENGING BEHAVIOUR

- Define the behaviour/s. Count the behaviour/s **Appendix 1**
- Assess the Environment. Make Environmental changes **Appendix 2**
- Reinforcement Interventions. Preference menu/ DRA/DRI **Appendix 3**
- Scatter Plot **Appendix 4**
- ABC Recording of behaviour: **Appendix 5**
- In School Support, School Management
- Plan – Pro Active Strategies: Reactive Strategies **Appendix 6**
- External School Support. Referral to Multi-Disciplinary Team (MDT)

PROTOCOL FOR HIGH LEVEL CHALLENGING BEHAVIOUR

- Risk Assessment **Appendix 7**
- Techniques employed Studio 3 training.
- Steps 1 to 10 as above.

Where an intrusive technique is employed on the pupil - i.e. walk around restraint the protocol is as follows:

1. Principal is notified immediately post event.
2. De Briefing
3. Parents contacted.
4. Outcome recorded
5. Incident report completed.

HANDS ON TECHNIQUES MAY NOT BE EMPLOYED UNLESS A WRITTEN PROTOCOL IS IN PLACE.

Studio III Training—Managing Challenging Behaviour

Following from the Studio II training, the use of **low arousal strategies** will be used to manage incidents of challenging behaviour.

Appear calm (think of our body language, tone, avoid tensing muscles, breathe slowly)

Maintain a safe distance and **give Personal Space** (acceptable distance is three feet)

Eye Contact- avoid staring, sustained eye contact

Touch- avoid touch at least until the pupil is calming down



Noise- think of the environmental noise and eliminate this if necessary

Listen- to what the pupil is saying

Communication – is crucial, using suitable means

Verbal communication- Speak calmly, slowly and softly and be aware of your tone, maybe no talk is necessary

Nonverbal communication Give your complete attention and be aware of body language

Distract- try to distract the pupil and talk about things the pupil likes

Remove other pupils- to avoid escalation, may be easier to remove other pupils

Staff will be afforded the opportunity to **de-brief**, which is so important. It is important to remember de-briefing is confidential and the listener should be non-judgemental.

Record the incident as soon as possible after de-briefing.

Revision of physical skills taught will be revised twice termly or as needed. These include:

- Release from wrist grabs
- Release from hair pulls
- Protection of the airways
- Avoidance of and release from biting
- Avoiding punches/blocking
- Managing pupil who drops to the floor
- Restraint- 'walk around'* movement procedure

*This procedure will only be used if there is imminent and **immediate danger of serious injury** to pupils or staff. Any such incidents must be recorded and investigated to prevent a re-occurrence. Parents /Guardians will be informed of any use, permission sought where deemed necessary.

Managing behaviours of concern

'**Reasonable force**' covers the broad range of actions used by most teachers/special needs assistants at some point in their career that involve a degree of physical contact with pupils.

Reasonable in the circumstances' means using no more force than is needed.

Force can be used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances where a student needs to be restrained to prevent imminent danger to self or other pupil's violence or injury.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control.

Only hold hands unless pupil offers and it is age appropriate, or when pupil's personal safety is at risk.

When a pupil climbs upon you or wraps themselves on you disengage as soon as possible.

Do not lift pupils off the floor unless in imminent danger.



Withholding lunch or snacks or dictating what order a pupil eats their lunch are also restraints that are not permitted and can trigger to behaviours of concern

Lack of access to visual supports is also restraint.

Proactive strategies

Low arousal approach:

Follow School Behaviour Management Protocol

- Our school agreement
- Catch children being good and praise or reward them for this.
- Reward appropriate behaviour as soon as possible;
- Make the pay-offs small, and attainable; use reinforcement inventory, choice cards
- Make the rewards cumulative;
- Never take back a reward
- Use the element of surprise (e.g., by giving a double reward unexpectedly)
- Plan for routines and transitions. e.g., “In five minutes, we will finish this activity and eat our lunch.”. A verbal or visual clue used, delivered after the teacher/SNA has sought and gained attention;
- Give short, clear and specific directions expressed in positive terms; Give time for children to process and comply;
- Use planned ignoring

Redirect children, without drawing attention to the student's behaviour, or disrupting the work of the class., use strategies such as moving closer to a child, making eye contact, or using visual clues such as pictures or hand movements to remind children of appropriate behaviour

Ensure that you are aware of pupil's response time and level of prompting. Avoid repeating instructions to pupils. Only one staff member should direct/ prompt pupils at any given time.

Levels of Prompting from Least Intrusive to Most Intrusive

Independent- The student performs task with no prompts or assistance

Verbal- Indirect verbal would prompt the student to compose an answer without giving them the answer (e.g. “what comes next?” using body language such as a hand motion or facial expression). Not giving the answer, but indication that something is expected.

Direct Verbal- Telling the student what to do or say

Gesture- Indicate the motion or showing the student what is expected.

Partial Physical - minimal supported guidance (e.g. a touch on the shoulder or elbow to help guide student in completing the requested task)

Full Physical- Hand over hand assistance.



St Vincent's Special National School



Ratification, Communication and Review:

This policy was ratified by the Board of Management 9th June 2022 and communicated to the school community thereafter. This policy will be reviewed in 2 years' time and amended as necessary by means of a whole school collaborative process.