



Gaelscoil na Lochanna

Iompraíochta Dúshlánach Aicme Neamhord Speictrim an Uathachais

Réamhrá

Eascraíonn an polasaí seo as tiomantas Gaelscoil na Lochanna an timpeallacht foghlama agus teagaisc is fearr a sholáthar inár rang Neamhord ar Speictream an Uathachais (NSU). Tá an polasaí deartha chun cearta leanaí sa rang ASD agus na foirne a thacaíonn leo maireachtáil agus forbairt a chinntiú i dtimpeallacht atá dearfach, measúil, sábháilte agus cuimsitheach.

Tá sé ríthábhachtach iompar dearfach a chur chun cinn agus iompar dúshlánach a chosc agus a bhainistiú chun sábháilteacht na leanaí, na foirne agus na dteaghlach go léir a chinntiú. Mar fhoireann creidimid go bhfuil riachtanas bunúsach ag leanaí le timpeallacht shábháilte agus shlán. Mar phobal scoile déanfaimid ár ndícheall i gcónaí iompar dearfach a mhúnlú trí chaitheamh le meas agus dínit le leanaí agus le daoine fásta agus trí chaidrimh dhearfacha a chothú le daltaí.

Sainmhíniú ar Iompar Dúshlánach

Cuimsíonn iompar dúshlánach, i gcomhthéacs na scoile, iompar:

- A chuireann isteach ar fhoghlaim an dalta féin agus/nó ar fhoghlaim daltaí eile;
- Cuireann sé isteach ar fheidmiú laethúil na scoile;
- Déanann sé ceart na foirne agus na ndaltaí ar thimpeallacht shábháilte ordúil a chur i mbaol;
- Tá fad, minicíocht, déine nó marthanacht aige atá níos faide ná an gnáth
- raon a fhulaingíonn scoileanna; agus is lú an seans go bhfreagróidh siad don ghnáthréimse idirghabhálacha a úsáideann an scoil chun dul i ngleic le mí-iompar daltaí.

Aithnítear i gcur chuige Tacaíochta Iompraíochta Gaelscoil na Lochanna go bhféadfadh deacrachtaí iompraíochta an dalta a bheith nasctha le triad lagaithe, íogaireachtaí céadfacha, agus cumas cognaíoch an duine aonair. Aithníonn an scoil go bhféadfadh dhá dhiagnóis a bheith ag na scoláirí agus an tionchar a d'fhéadfadh a bheith aige seo ar iompar. Déanfar measúnú ar na fachtóirí seo go léir agus beidh siad mar bhonn eolais don chur chuige a ghlactar agus tacaíocht iompair á cur ar fáil do dhaltaí aonair. Tá an scoil tiomanta d'oibriú le tuismitheoirí chun cabhrú le hiompraíochtaí fadhbacha a laghdú; áfach, beidh riachtanais chasta na mac léinn aonair i gcónaí mar threoir don chur chuige deiridh a ghlacfar.

Straitéisí chun Iompar Dearfach a Chur Chun Cinn

Is í an mhodheolaíocht is éifeachtaí chun iarracht a dhéanamh iompar dúshlánach a bhainistiú ná é a chosc ar an gcéad dul síos. Tá sé tábhachtach a thuiscint go bhfreastalaíonn iompar dúshlánach cuspóir don duine de ghnáth. Is modh cumarsáide é go minic agus má thuigeann muid cad atá an leanbh ag iarraidh a chur in iúl tríd an iompar a dhéanamh, b'fhéidir go mbeimid in ann tacú leis an leanbh chun bealach cumarsáide níos sábháilte agus níos éifeachtaí a fhoghlaim. Treisítear iompar inghlactha i dtimpeallacht na scoile agus an tseomra ranga, rud a thacaíonn le hiompar dearfach. I Gaelscoil na Lochanna, creidimid gur chóir don scoil agus don bhaile oibriú go comhoibritheach chun iompar dearfach a fheabhsú agus a chur chun cinn go rathúil. Síneann éiteas dearfach na scoile chuig gach ball de phobal na scoile ag glacadh le cur chuige dearfach, socair i leith na ndúshlán a d'fhéadfadh teacht orthu ó am go chéile. Ba chóir gach iarracht a dhéanamh a chinntiú go saibhrítear timpeallacht an tseomra ranga agus na scoile le deiseanna rialta do scoláirí agus d'fhoireann teacht ar mholadh sóisialta agus aitheantas ar ghnóthachtálacha agus taithí a fháil ar sceideal éagsúil gníomhaíochtaí a mbainfear sult astu thar an lá scoile.

Seo a leanas cuid de na straitéisí a úsáidfeadh chun iompar dearfach a chur chun cinn inár rang ASD:

- Scileanna teanga agus cumarsáide a fhorbairt – lena n-áirítear PECS, Lámh,
- iarrthach agus éilitheach.
- Rialacha agus teoracha soiléire simplí don seomra ranga
- Amadóirí a úsáid chun trasdul a phleanáil
- Amharcsceidil
- Córais luaíochta
- Cláir rogha
- Cumarsáid rialta le tuismitheoirí
- Scileanna sóisialta a mhúineadh
- Úsáid scéalta sóisialta
- Cur chuige comhsheasmhach i leith iompair na mball foirne
- Iarmhairtí soiléire comhsheasmhacha maidir le mí-iompar
- Labhairt agus plé ar iompar leis an leanbh
- Iompar athsholáthair cuí a theagasc agus a threisiú
- an fheidhm chéanna a chomhlíonadh don leanbh (m.sh. modh cuí a mhúineadh don dalta chun sos a iarraidh ó thasc éilitheach gan dul i muinín iompar dúshlánach).
- Moladh agus admháil shóisialta a úsáid
- Dámhachtainí fiúntais a úsáid le haghaidh éachtaí; barainneachtaí comharthaí/pointí don obair
- críochnaithe i rith an lae
- Teacht ar mhíreanna/gníomhaíochtaí roghnaithe ó am go chéile i rith an lae
- tar éis iarratas cuí nó tar éis tasc ar leith a chur i gcrích
- Teagmhais athneartaithe grúpabhunaithe do réir na rialacha/ oiriúnach
- iompar

Oiliúint Foirne

Tá sláinte agus sábháilteacht na mac léinn agus na foirne ar fad ríthábhachtach. Mar sin, cuireann Gaelscoil na Lochanna Forbairt Ghairmiúil Leanúnach chun cinn chun cabhrú le CRSanna agus le múinteoirí inár rang ASD a scileanna agus a muinín a fhorbairt chun oibriú go rathúil le daltaí a bhfuil iompar dúshlánach acu. Cuidíonn sé seo freisin le hiompar dearfach a chothú. Tabharfaidh gach ball foirne sa rang ASD faoi oiliúint maidir le hiompar dearfach a chur chun cinn agus iompar dúshlánach a bhainistiú.

Freagrachtaí a Bhaineann le Bainistíocht Iompraíochta

Beidh múinteoirí freagrach as:

- Timpeallacht shábháilte thacúil sa seomra ranga a chur ar fáil, a chuireann chun cinn na forbairt oideachais, shóisialta, mhothúcháin agus iompraíochta na ndaltaí uile. Áiríonn sé seo cumarsáid le tuismitheoirí/caomhnóirí an dalta chomh luath agus is féidir chun ábhair imní a phlé, chun cineálacha tacaíochta a mholadh agus chun aiseolas a spreagadh.
- Cleachtais bhainistíochta ranga oiriúnacha a chur i bhfeidhm agus oiriúnach straitéisí idirghabhála do dhaltaí atá i mbaol iompar dúshlánach a fhorbairt.
- Cuirfeadh Pleananna Tacaíochta um Iompar Dearfach i bhfeidhm nuair is gá comhairliúchán leis na Tuismitheoirí.
- Páirt a ghlacadh i bhfoghlaim ghairmiúil a chuireann lena scil forbairt agus tuiscint ar dhaltaí a bhfuil iompar dúshlánach orthu.
- Gach teagmhas iompraíochta dúshlánach a dhoiciméadú de réir mar a tharlaíonn siad. teagmhas
- Déanfar tuairiscí a thairsead ar na foirmeacha ábhartha Tacaíochta um Iompar Dearfach nuair is gá

- Gach iompar agus teagmhas dúshlánach a thuairisciú don Phríomhoide agus
- tuismitheoirí/caomhnóirí.

Beidh Tuismitheoirí/Caomhnóirí freagrach as:

- Cumarsáid a dhéanamh le múinteoir an linbh nó le Príomhoide na scoile faoi inní
- iompar a bpáiste.
- Cur le Pleananna Tacaíochta um Iompar Dearfach a bhaineann lena leanbh agus
- aiseolas a sholáthar ar thorthaí aon idirghabhálacha.
- Comhoibriú le hidirghabhálacha agus straitéisí a mholann an leanbh
- múinteoir ranga agus an Príomhoide.
- A chur in iúl don scoil má tá cógas rialta á fháil ag a bpáiste. Cá
- is eol go bhfuil éifeacht iompraíochta ag cógais ordaithe, iad seo
- cuirfear éifeachtaí féideartha san áireamh i ngach beart tacaíochta iompair
- An múinteoir ranga nó an Príomhoide a chur ar an eolas faoi aon fhorbairtí suntasacha in a
- saol an linbh, san am a chuaigh thart nó faoi láthair, a d'fhéadfadh cur isteach ar iompar an linbh. Gach
- tá na hábhair a phléitear faoi rún.

Beidh an Príomhoide freagrach as:

- Forbairt timpeallacht scoile thacúil a éascú agus an Polasaí Iompraíochta Dúshlánach a chur i bhfeidhm laistigh den scoil.
- An scoil a threorú maidir le bainistiú scoláirí le iompar dúshlánach agus tacú leis an bhfoireann maidir leis na scoláirí seo.
- Rochtain a éascú don fhoireann ar fad ar chlár d'fhoghlaim ghairmiúil i ndáil le do scoláirí a bhfuil iompar dúshlánach orthu de réir mar is cuí ag an bPríomhoide.
- Deis a thabhairt do na múinteoirí scileanna ardleibhéil a fhorbairt mar sin gur féidir leo tacaíocht agus comhairle bhreise a chur ar fáil laistigh den scoil.
- Tacaíocht agus comhairle sheachtrach a lorg.
- Cinneadh a dhéanamh ar chúrsa deiridh gníomhaíochta nuair a bhíonn gach clár idirghabhála traochta

Céimeanna chun Iompar Dúshlánach a Bhainistiú

Is é an cur chuige atá glactha ag Gaelscoil na Lochanna mar fhreagra ar iompar dúshlánach ná dul i bhfeidhm ar laghdú ar iompar míchuí trí iompar cuí a mhéadú. Ba cheart é seo a bhaint amach trí straitéisí treisithe a úsáid agus trí iompar dearfach a chur chun cinn. Go dtí go dtugann sonraí le fios gur baineadh triail as na bearta dearfacha seo agus go bhfuil siad ídithe; nó nár éirigh leo iompar fadhbach a dhíchur nó a laghdú go leordhóthanach, ar cheart na straitéisí seo a leanas a bhreithniú;

Mioniompar dúshlánach:

- Déanfar é a phlé leis an leanbh.
- Déileálfar leis ag leibhéal ranga mar is cuí.
- Beidh sé scríofa in ABC gach linbh (Antecedent Behaviour Consequence) Cairt (féach Aguisín 1).
- Dírig ar dtús ar iompar dearfach a atreisiú.

Mion-iompraíochtaí dúshlánacha atá ar bun:

- Déanfar é a phlé leis an leanbh.
- Déanfar é a thaifeadadh i gCairt ABC an linbh.
- Tabharfar tuairisc do thuismitheoirí/chaomhnóirí agus, más infheidhme, do

tuismitheoirí/chaomhnóirí foireann ildisciplíneach agus an SENO (Eagraí Riachtanas Oideachais Speisialta).

- Cruthófar Measúnú Riosca ar iompar an linbh.
- Déileálfar leis go cuí agus d'fhéadfadh cruthú Dearfach a bheith san áireamh Plean Tacaíochta Iompraíochta.

Iompar ionsaitheach – bagairtí:

- Déanfar é a phlé leis an leanbh.
- Déanfar é a thaifeadadh i gCairt ABC an linbh.
- Déanfar é a thaifeadadh ar Fhoirm Mheasúnaithe Riosca an linbh.
- Tabharfar tuairisc do thuismitheoirí/chaomhnóirí agus, más cuí, do thuismitheoirí/chaomhnóirí foireann ildisciplíneach agus an SENO (Eagraí Riachtanas Oideachais Speisialta).
- Cuirfear Plean Tacaíochta um Iompar Dearfach i bhfeidhm.

Tabhair faoi deara: Is féidir dul i gcomhairle leis an bPríomhoide ag aon chéim thuas.

Iompar ionsaitheach – ionsaithe/ Iompar Dúshlánach Tromchúiseach:

- Labhróidh baill foirne a bhfuil baint dhíreach acu leis an leanbh.
- Cuirfear an cheist faoi bhráid an mhúinteora ranga.
- Déanfar an teagmhas a thaifeadadh ar an bhFoirm Mheasúnaithe Riosca agus ar an ABC Cairt agus taifeadta i bPróifíl Iompraíochta an Pháiste.
- Cuirfear an cheist faoi bhráid an Phríomhoide.
- Déanfar gach eachtra a thuairisciú do thuismitheoirí/chaomhnóirí.
- Cuirfear Plean Tacaíochta um Iompar Dearfach i bhfeidhm i gcomhairle leis na tuismitheoirí.
- Má tharlaíonn an t-iompar arís, leanfar an nós imeachta céanna agus an Dearfach Déanfar athbhreithniú ar an bPlean Tacaíochta Iompraíochta tar éis gach teagmhais.
- Sa chás go mbíonn droch-iompar tromchúiseach ann arís agus arís eile, cuirfear an Príomhoide ar an eolas agus iarrfar i scríbhinn ar na tuismitheoirí freastal ar chruinniú sa scoil leis an bPríomhoide agus an Múinteoir Ranga.
- Mura dtugann na tuismitheoirí gealltanas go n-iompróidh an dalta é féin ar bhealach inghlactha amach anseo is féidir an dalta a chur ar fionraí ar feadh tréimhse. Sula gcuirtear ar fionraí é, más féidir, féadfaidh an Príomhoide an chás a athbhreithniú i gcomhairle leis an múinteoir ranga agus le baill eile de phobal na scoile atá i gceist (lena n-áirítear, más gá, an SENO agus Foireann Ildisciplíneach an linbh), agus aird chuí ar thaifid ar mhí-iompraíochtaí roimhe seo. , a bpatrún agus a gcomhthéacs, idirghabhálacha a úsáideadh agus a dtorthaí agus aon fhaisnéis leighis ábhartha. Beidh an fionraí de réir na Rialacha do Scoileanna Náisiúnta agus an tAcht Leasa Oideachais.
- I gcás mór-mhí-iompraíochta, nuair is gá a chinntiú go gcoimeádtar ord agus smacht agus chun sábháilteacht dhaltáí agus fhoireann Gaelscoil na Lochanna a chinntiú, féadfaidh an Bord údarú a thabhairt don Chathaoirleach nó don Phríomhoide fionraíocht láithreach a cheadú. tréimhse nach faide ná trí lá scoile, ar feitheamh plé ar an ábhar le tuismitheoirí.
- Tar éis nó le linn tréimhse fionraíochta, féadfaidh an tuismitheoir(i) iarratas a dhéanamh go gcuirfí an dalta ar ais chuig an scoil. Ní mór don tuismitheoir(i) gealltanas sásúil a thabhairt go n-iompróidh dalta ar fionraí é féin de réir chód na scoile agus ní mór don Phríomhoide a bheith sásta nach mbeidh athchur na ndaltaí ina mbaol do shábháilteacht an dalta féin nó do shábháilteacht na ndaltaí nó na foirne eile. . Glacfaidh an Príomhoide an dalta go foirmiúil arís sa rang má dhéantar an cinneadh sin.
- Déanann an scoil a dícheall tacaíocht a thabhairt do gach páiste ar bhonn aonair agus a chinntiú gur socrú scoile oiriúnach é don pháiste. Más é tuairim an Bhoird Bainistíochta, áfach (tar éis dul i gcomhairle leis an bPríomhoide, an múinteoir ranga agus baill eile de phobal na scoile lena mbaineann, lena n-áirítear, más gá, an SENO agus Foireann Ildisciplíneach an linbh) go bhfuil an dalta i mbaol do-ghlactha. do shláinte agus sábháilteacht daltaí eile, d'fhoireann na scoile nó do mhaoin na scoile, féadfar cinneadh a dhéanamh an leanbh a

eisiamh ón scoil.

- Féadfar díbert a mheas i gcás fíorthábhachtach de réir na Rialacha do Scoileanna Náisiúnta agus an tAcht Leasa Oideachais. Sula ndéanfar dalta a fhionraí nó a dhíbirt, cuirfidh an Bord é sin in iúl i scríbhinn don Oifigeach Oideachais Leasa Áitiúil de réir Alt 24 den Acht Leasa Oideachais.
- Má dhéantar cinneadh maidir le díbert, cuirfear a gcearta in iúl do na tuismitheoirí/caomhnóirí de réir Alt 29 den Acht Oideachais agus seolfar cóip den fhoirm iarratais chun achomharc a dhéanamh ar an gcinneadh chuig na tuismitheoirí/caomhnóirí.

Tabhair do d'aire: Ní dhéanfar idirghabhálacha iompair a chuirtear i bhfeidhm sa scoil ach amháin le tacaíocht iomlán ó tuismitheoirí/chaomhnóirí. I gcásanna nach bhfuil tacaíocht tuismitheora/caomhnóirí ar fáil don idirghabháil dea-chleachtais mar a roghnaítear, reáchtálfar cruinniú le teaghlach an linbh chun gach idirghabháil eile atá ar fáil a chur i láthair agus a scrúdú. Pléifear éifeachtúlacht, torthaí agus iarmhairtí féideartha gach idirghabhála agus tagairt á déanamh do dhualgas cúraim na scoile i leith a cuid mac léinn agus foirne go léir. Tar éis na torthaí agus na rioscaí go léir a bheith scrúdaithe, molfar cinneadh. Mura féidir teacht ar chomhaontú, cuirtear an cheist faoi bhráid an Bhoird Bainistíochta.

Róil agus Freagrachtaí

Ní mór do gach ball foirne i Gaelscoil na Lochanna cloí leis an bPolasaí Iompraíochta Dúshlánach. Tá an Príomhoide freagrach as a chinntiú go gcuirtear an fhoireann ar fad ar an eolas faoi. Caithfidh tuismitheoirí ráiteas a shíniú ag rá go gcloífidh siad leis an bpolasaí.

Teorainneacha. Níl an doiciméad seo deartha chun liosta a dhéanamh de na cásanna féideartha ar fad a d'fhéadfadh teacht chun cinn, ná na straitéisí go léir a d'fhéadfadh a bheith ann chun dul i ngleic le hiompraíocht dhúshlánach a lua, ach chun feidhmiú mar threoir ghinearálta do na scoláirí, don mhúinteoir, agus don Phríomhoide le húsáid chun fadhbanna aonair a réiteach. .

Athbhreithniú/Daingniú Beartais

Aithníonn gach páirtí go hiomlán go ndéanfar athbhreithniú rialta ar an mBeartas Iompraíochta Dúshlánach seo lena chinntiú go gcoimeádtar suas chun dáta é agus go gcoinníonn sé a ábharthacht. D'fhéadfadh go n-éileodh meastóireacht leanúnach agus cuir chuige nua i leith an oideachais agus/nó treoirlínte na Roinne Oideachais agus Scileanna an doiciméad seo a mhodhnú.

Arna shíniú thar ceann an Bhoird Bainistíochta:

_____ Dáta: _____
Cathaoirleach

_____ Dáta: _____
Príomhoide



Gaelscoil na Lochanna

Challenging Behaviour Policy

Autism Spectrum Disorder Class

Introduction

This policy stems from Gaelscoil na Lochanna's commitment to provide an optimum learning and teaching environment in our Autism Spectrum Disorder (ASD) class. The policy is designed to ensure the rights of children in the ASD class and the staff who support them, to live and develop in an environment that is positive, respectful, safe and inclusive.

Promoting positive behaviour and preventing and managing challenging behaviour is vital to ensuring the safety of all children, staff and families. As a staff we believe that children have an inherent need for a safe and secure environment. As a school community we will endeavour at all times to model positive behaviour by treating children and adults with respect and dignity and building up positive relationships with pupils.

Definition of Challenging Behaviour

Challenging behaviour, in the school context, encompasses behaviour that:

- Interferes with the pupil's own and/or other pupils' learning;
- Disrupts the day to day functioning of the school;
- Jeopardizes the right of staff and pupils to a safe and orderly environment;
- Has a duration, frequency, intensity or persistence that is beyond the normal
- range that schools tolerate; and is less likely to be responsive to the usual range of interventions used by the school to address pupil misbehaviour.

Gaelscoil na Lochanna's approach to Behaviour Support acknowledges that the student's behavioural difficulties may be linked to the triad of impairments, sensory sensitivities, and cognitive abilities of the individual. The school acknowledges that the students may have a dual diagnosis and the impact this may have on behaviour. All of these factors will be assessed and will inform the approach taken when providing behaviour support for individual students. The school is committed to working with parents to help reduce problematic behaviours; however, the complex needs of individual students will always inform the ultimate approach adopted.

Strategies for Promoting Positive Behaviour

The most effective methodology in attempting to manage challenging behaviour is to prevent it occurring in the first place. It is important to understand that challenging behaviour usually serves a purpose for the individual. Often it is a means of communication and if we understand what the child is trying to communicate by engaging in the behaviour, we may be able to support the child to learn a safer and more effective way of communication. Acceptable behaviour is reinforced in a school and classroom climate, which is supportive of positive behaviour. In Gaelscoil na Lochanna, we believe that school and home should work co-operatively together in order to enhance and successfully promote positive 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 and acknowledgement for achievements and to experience a varied schedule of activities to be enjoyed across the school day.

The following are some of the strategies that will be used to promote positive behaviour in our

ASD class:

- Develop language and communication skills – including PECS, Lámh,
- requesting and demanding.
- Clear and simple classroom rules and instructions
- The use of timers to plan for transitions
- Visual schedules
- Reward systems
- Choice boards
- Regular communication with parents
- The teaching of social skills
- The use of social stories
- Consistent approaches to behaviour by staff members
- Clear, consistent consequences for misbehaviour
- Talk and discussion of behaviour with the child
- The teaching and reinforcing of appropriate replacement behaviours that serve the same function for the child (e.g. teaching the student an appropriate means of asking for a break from a demanding task without resorting to challenging behaviour).
- The use of social praise and acknowledgement
- The use of merit awards for achievements; token/points economies for work completed throughout the day
- Access to preferred items/ activities intermittently throughout the day following an appropriate request or the completion of a particular task
- Group-based reinforcement contingencies for rule-following/ appropriate behaviour

Staff Training

The health and safety of all students and staff is of utmost priority. Therefore, Gaelscoil na Lochanna promotes Continuous Professional Development to help SNAs and teachers in our ASD class develop their skills and confidence to work successfully with students who have challenging behaviour. This also helps support positive behaviour. Training in both promoting positive behaviour and managing challenging behaviour will be undertaken by all staff in the ASD class.

Responsibilities Related to Behaviour Management

Teachers will be responsible for:

- Providing a safe and supportive classroom environment, which promotes the educational, social, emotional and behavioural development of all students. This includes communication with the student's parents/guardians as early as possible to discuss concerns, suggest forms of support and encourage feedback.
- Implementing suitable classroom management practices and appropriate intervention strategies for students who are at risk of developing challenging behaviour.
- Positive Behaviour Support Plans will be put in place where needed in consultation with the Parents.
- Participating in professional learning that contributes to their skill development and understanding of students with challenging behaviour.
- Documenting all challenging behaviour incidents as they occur. Incident reports will be recorded on the relevant Positive Behaviour Support forms when needed
- Reporting all challenging behaviour and incidents to the Principal and parents/guardians.

Parents/Guardians will be responsible for:

- Communicating with the child's teacher or school Principal concerns about their child's behaviour.
- Contributing to Positive Behaviour Support Plans that concern their child and providing feedback on the results of any interventions.
- Cooperating with interventions and strategies that are proposed by the child's classroom teacher and the Principal.
- To inform the school if their child is receiving any regular medication. Where prescribed medications are known to have a behavioural effect, these possible effects will be factored in to all behaviour support measures
- Inform the class teacher or Principal about any significant developments in a child's life, in the past or present, which may affect the child's behaviour. All matters discussed are confidential.

The Principal will be responsible for:

- Facilitating the development of a supportive school environment and implementing the Challenging Behaviour Policy within the school.
- Leading the school in relation to the management of students with challenging behaviour and supporting staff in relation to these students.
- Facilitating access of all staff to programs of professional learning in relation to students with challenging behaviour as deemed appropriate by the Principal.
- Providing the opportunity for the teachers to develop higher-level skills so that they can provide additional support and advice within the school.
- Seeking outside support and advice.
- Deciding on a final course of action when all intervention programs have been exhausted

Steps in Managing Challenging Behaviour

The approach adopted by Gaelscoil na Lochanna in response to challenging behaviour is to affect a decrease in inappropriate behaviour by increasing appropriate behaviour. This should be achieved through the employment of reinforcement strategies and positive behaviour promotion. Only when data indicates that these positive measures have been tried and exhausted; or have been unsuccessful in eliminating or sufficiently reducing problem behaviour, should the following strategies be considered;

Minor challenging behaviour:

- Will be discussed with the child.
- Will be dealt with at class level as appropriate.
- Will be written up in each child's ABC (Antecedent Behaviour Consequence) Chart (see Appendix 1).
- Focus initially on positive behaviour reinforcement.

Minor challenging behaviours which are ongoing:

- Will be discussed with the child.
- Will be recorded in child's ABC Chart.
- Will be reported to parents/ guardians and, if applicable, the child's multidisciplinary

team and the SENO (Special Education Needs Organiser).

- A Risk Assessment of the child's behaviours will be created.
- Will be dealt with appropriately which may include the creation of a Positive Behaviour Support Plan.

Aggressive behaviour – threats:

- Will be discussed with the child.
- Will be recorded in child's ABC Chart.
- Will be recorded in the child's Risk Assessment Form.
- Will be reported to parents/guardians and, if applicable, the child's multidisciplinary team and the SENO (Special Education Needs Organiser).
- A Positive Behaviour Support Plan will be implemented.

Please Note: The Principal may be consulted at any stage above.

Aggressive behaviour – assaults/ Serious Challenging behaviour:

- The child will be spoken to by staff directly involved.
- The matter will be brought to the attention of the class teacher.
- The incident will be recorded on the Risk Assessment Form and the ABC Chart and recorded in the Child's Behaviour Profile.
- The matter will be brought to the attention of the Principal.
- Each incident will be reported to parents/guardians.
- A Positive Behaviour Support Plan will be implemented in consultation with the parents.
- If the behaviour recurs, the same procedure will be followed and the Positive Behaviour Support Plan will be reviewed after each incident.
- Where there are repeated instances of serious misbehaviour, Principal will be informed and the parents will be requested in writing to attend a meeting at the school with the Principal and the Class Teacher.
- If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future the pupil may be suspended for a period. Prior to suspension, where possible, the Principal may review the case in consultation with the class teacher and other members of the school community involved (including, if required, the SENO and the child's Multidisciplinary Team), with due regard to records of previous misbehaviours, their pattern and context, 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.
- In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils and staff of Gaelscoil na Lochanna, the Board may authorise the Chairperson or the Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with parents.
- Following or during a period of suspension, the parent(s) may apply to have the pupil reinstated to the school. The parent(s) must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school code and the Principal must be satisfied that the pupils reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The Principal will re-admit the pupil formally to the class if that decision is made.
- The school endeavours to support each child on an individual basis and ensure that it's an appropriate school placement for the child. However, if it is the opinion of the Board of Management (upon consultation with the Principal, the class teacher and other members of the school community involved including, if required, the SENO and the child's Multidisciplinary Team) that the student poses an unacceptable risk to the health

and safety of other students, to school staff or to school property, a decision may be made to exclude the child from the school.

- Expulsion may be considered in an extreme case in accordance with the Rules for National Schools and the Education Welfare Act. 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.
- If a decision is made in relation to expulsion, the parents/guardians will be informed of their rights according to Section 29 of the Education Act and a copy of the application form to appeal the decision will be forwarded to the parents/guardians.

Please Note: Behavioural interventions implemented in the school will only be done so with full parental/guardian support. In situations where parental/guardian support for the best practice intervention as selected is not forthcoming, a meeting will be held with the child's family to present and examine all of alternative interventions available. The potential effectiveness, outcomes, and consequences of each intervention will be discussed with reference to the school's duty of care towards all its students and staff. After all outcomes and risks have been examined a decision will be proposed. If agreement can't be arrived at then the matter is referred to the Board of Management.

Roles and Responsibilities

All staff members of Gaelscoil na Lochanna must adhere to the Challenging Behaviour Policy. The Principal is responsible for ensuring that all staff are made aware of it. Parents must sign a statement saying that they will adhere to the policy.

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 teacher, and the Principal to be used to solve individual problems.

Policy Review/Ratification

It is fully acknowledged by all parties that this Challenging Behaviour Policy will be reviewed at regular intervals to ensure that it is kept up to date and that it retains its relevance. Ongoing evaluation and new approaches to education and/or DES guidelines may require this document to be modified.

Signed on behalf of the Board of Management:

Chairperson

Date: _____

Principal

Date: _____

Risk Assessment Form

Name: _____

Class: _____

<p>Current situation:</p>

Type of behaviour causing concern	Known reasons/triggers for behaviour	Times & locations of behaviour	Behaviour directed at/risk level	Strategies to be employed to avoid, manage or predict behaviour
		Classroom: Yard:		
		Classroom: Yard:		

Incidents	Response

Time of days	Action Plan to support Child throughout the day and to prevent acts of aggression:
Pre-Start of school	

During lessons	
Morning Break	
Lunchtime	
Home Time	

Signed: _____ (Teacher)

Date: _____

Signed: _____ (Principal)

Signed: _____ (Parent/Guardian)

POSITIVE BEHAVIOUR SUPPORT PLAN		
Pupil:	Age:	Start Date:
Teacher:	Class:	Review Date:
SNA:		
Identified Triggers: 1. Physical Environment: 2. Interaction with Others: 3. Activities: 4. Other		
Proactive Strategies:		
Priority Concerns:		
Priority Targets 1:	Strategies: Who:	
Priority Targets 2:	Strategies: Who:	
Priority Targets 3:	Strategies: Who:	