

LINN DARA SCHOOL
ROLL NO. 19630o
CODE OF BEHAVIOUR

General

Linn Dara School is designated by the Department of Education and Skills (DES) as a Special School for students experiencing Severe Emotional Disturbance. The school depends on grants and fulltime teacher resources provided by the DES. It operates within the regulations laid down from time to time by the DES in so far as is possible in the particular context. The function and purpose of Linn Dara School is to provide continuity of educational provision for children and young people who are temporarily absent from school due to their medical needs and who are admitted to either the Linn Dara Child & Adolescent Inpatient Unit or the Linn Dara Child & Adolescent Day Hospital. Our vision is to be a centre of excellence which offers high quality educational experiences and support for all children and young people in a caring environment which promotes achievement.

Introduction

Linn Dara School frames its Code of Behaviour in such a way as to encourage cooperation, interdependence and a strong sense of community among students, teachers, parents/guardians and members of the Board of Management. Restorative justice is integral to the code and its approaches focus on restoring or repairing relationships when infringement of the code occur. It involves listening to the views, moving on and restoring the relationship. Restorative justice supports and strengthens our Code of Behaviour.

The rationale of this policy is:

- a) The fostering of self-discipline in students, their training in positive behaviour patterns which are based on consideration, respect and tolerance towards others.
- b) The efficient operation of the school in a manner, which enables the school's overall aims to be realised.
- c) The maintenance of good order throughout the school, respect for each individual and for the school environment.
- d) The compliance with legislation under the terms of the Education Act 1998, and the Education (Welfare) Act 2000.

Roles and Responsibilities of Teachers

Teachers will endeavour to maintain a consistent and fair approach to supporting positive behaviour by:

- 1) Fostering mutually respectful relationships between students, parents/guardians and all members of the school community.
- 2) Promoting positive attitudes towards learning within the school and encouraging the development of higher self-esteem.
- 3) Providing lively and stimulating teaching methods and lessons differentiated to meet students' needs and abilities.
- 4) Holding high expectations for students to be responsible in their work and conduct.
- 5) Creating an attractive environment for learning where effort is more important than results and where mistakes are allowed to be made.
- 6) Acknowledging appropriate classroom behaviour with praise and recognition.

Roles and Responsibilities of Parents/Guardians

Parents/Guardians and teachers are the significant adults in the lives of young people at school. Parents/Guardians will encourage positive student behaviour by:

- 1) Fostering mutually respectful relationships between students, parents/guardians and all members of the school community.
- 2) Supporting the school in its high expectations of positive behaviour and standards of effort and achievement.
- 3) Encouraging and supporting their children's Individual Education Plan (IEP) and all school policies.
- 4) Informing the school of concerns, which may affect the child's progress.

Roles and Responsibilities of Student

The students are at the centre of the school community. The students are responsible for their own behaviour and will engage in positive behaviour by:

- 1) Respecting others as they wish to be respected.
- 2) Creating a learning atmosphere in the classroom.

- 3) Working to obtain the best education for themselves and others.
- 4) Making their best effort and being helpful to other students.
- 5) Always acting in a safe manner.
- 6) Showing respect for other peoples' property and the school environment.
- 7) Developing the skills of self-regulation, to assess, monitor and take control of their own behaviour management strategies.
- 8) Having a voice in the development of their IEP and in all matters affecting their education and well-being while in school.

Rewards, Rules and Sanctions

1) REWARDS

It is recognised that it is important to reward students who make a positive contribution in the classroom and to school life in general. This helps to promote acceptable behaviour through development of self-esteem and acknowledgement of appropriate classroom behaviour.

Key elements of the reward system include:

- *Teachers praise effort and behaviour as part of teaching strategy.*
- *Positive comments in Student Folder.*
- *Telephone calls to parents/guardians to mark achievements.*
- *Recognition and praise for individual and group achievements by staff during interaction with students.*
- *Display of students' work in public areas around the school.*
- *Highlighting the positive at Parents' meetings.*
- *Certificates of Merit are awarded to students for outstanding efforts either in or out of class. They are also awarded for improvements in class work, participation or behaviour.*
- *Students are also rewarded with free activity time when they have completed their academic tasks.*

2) RULES

The rules of the school will be kept to a minimum and will be reviewed annually. Respect for persons and property, the need for order and the promotion of positive behaviour are the underlying principles of our rules. All students must agree to abide by the school rules. Students

are involved in the development and review of school rules.

School Rules:

- 1) Everyone's right to work and learn in peace should be respected.
- 2) Everyone should be treated with respect at all times. Bullying is unacceptable.
- 3) We should respect our school and all materials in it, including the property of others.
- 4) We should keep our classrooms clean and safe. Students must protect our school from litter, graffiti etc. so that the school will be a pleasant place for all.
- 5) Students are asked to dress neatly and appropriately at all times.
- 6) In the interests of the safety of the student, a student may not leave the school premises without the permission of staff.
- 7) Students are discouraged from exchanging personal details. Confidentiality should be maintained at all times in relation to personal matters.

3) SANCTIONS - Strategies to deal with unacceptable Behaviour

Sanctions are intended to correct misbehaviour rather than to punish students. The emphasis is on promoting appropriate learning behaviour and diffusing inappropriate behaviour through communication, modelling, guidance and mutual respect. Inappropriate behaviour is corrected immediately, on occurrence, if appropriate to do so, through prompting. Sometimes it is more effective to ignore the misbehaviour. Within the school, sanctions should be used sparingly and only when they are effective. In the event of serious unacceptable behaviour in school, the teachers will refer it to the Principal. Parents and the multidisciplinary team are informed of all incidents of serious misbehaviour.

If, for whatever reason, a child or young person is constantly disruptive in the group to such an extent that the schooling of everyone is affected, then different methods of working with this young person will be tried:

- Working away from the group on a 1:1 basis.
- The possibility of working with school staff on the unit for set periods, then gradual reintegration into the school programme.

If at all possible, we will endeavour to support a young person in school. However, if the student is too unwell to be in school or someone is so disruptive that the learning environment is affected, then arrangements will be made for that young person to remain on the unit. This decision will be reached in school and then discussed with the multidisciplinary team. This decision will be reviewed daily. Where possible, the young person will be seen on the unit by a member of school staff.

4) Prevention of Violent and Assaultive Behaviour

Positive and respectful relationships between staff and students are of primary importance. These relationships are the medium through which most difficulties are resolved. They are key to prevent incidents of violent and assaultive behaviour.

All school staff certified in the TCI programme are trained to watch for early warning signs of disruptive behaviour. They are trained in strategies for early intervention, de-escalation, interruption of escalating behaviours and are trained to use physical intervention only as a last resort and when all other alternatives have been exhausted. The restraint policy of Linn Dara Inpatient Unit will be followed.

Policy reviewed:

Ratified by Board of Management:

Date: 12/04/2013

Review Date: 2016