



Therapeutic Thinking Code of Behaviour Policy

Scoil Áine

Merlin Park

Galway

change. Working with a child's experiences and feelings creates an internal discipline. This results in long term change.

Guiding Principles

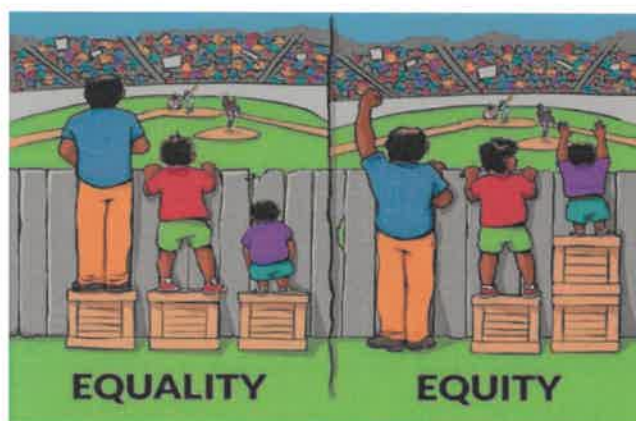
This policy is based on the rights, responsibilities and needs of individual and groups of students.

- We all have the right to feel safe
- We all have the right to work and learn
- We all have the right to be respected
- We all are responsible members of our school community
- We follow our school values Be Kind, Be Happy, Be Heard and Believe.

Aims of the Therapeutic Approach at Scoil Áine, CAMHS School

- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To ensure the positive environment for safe learners
- To reduce and eliminate exclusions

We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others. This is reflected in our schools' vision:



Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success. At Scoil Áine we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

How can/will we teach behaviour?

- Positive relationships
- Role modelling
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising prosocial behaviour (really valued in every child – thanking them, proximal praise)
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)
- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected)
- Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Ignoring (unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- Positive language
- Restorative Practice (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Types of Behaviour

Prosocial Behaviour

Prosocial Relating to behaviour, which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

School Expectations

Our 4 school Values are concerned chiefly with safety, the happiness of the child and preparing for life in society. They are:

- Be Kind
- Be Happy
- Be Heard
- Believe

In addition, we have six "Learning Behaviours" which we encourage children and adults to show/demonstrate in their behaviours around our school. We ask all members of our school community to be:

- Responsible
- Reflective
- Resourceful
- Ready
- Respectful
- Resilient

Unsocial Behaviour (referred to as 'difficult')

This describes not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Examples could be:

1. not doing as instructed, but not to the detriment of others
2. leaving their desk without permission
3. refusing to complete the work set
4. choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
5. rocking on their chair
6. calling out/talking to a friend

- 7. not listening to instructions
- 8. playing/fiddling with equipment

Please be aware, all these behaviours could be a sign of needing help, attention or that they are bored or impatient. No unsocial behaviour should need ISM support unless it is persistent and disruptive and therefore becomes antisocial.

Antisocial Behaviour (including ‘dangerous’)

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

| Antisocial Behaviours | Dangerous Antisocial Behaviours |
|---|--|
| Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult’s request Distracting and/or disrupting others’ learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing | Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying |

Antisocial behaviour should not need support from school management unless it is persistent and disruptive. Dangerous antisocial behaviour is likely to need support/intervention.

It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is possible that staff responding to unsocial behaviour may drive the behaviour to become antisocial.

Reporting and Recording of Behaviour Incidents

Incidents of unsocial and antisocial behaviour must be reported on Aladdin and ISM informed the same day. There must be a clear follow up using consequences. It is the responsibility of the member of staff recording/reporting the incident to ensure that parents have been informed, if necessary.

Logical consequences

For those few pupils who present with difficulties in meeting our expectations in lessons and in social times, we will always consider the age and stage of the pupil. Where expectations are not being met, this will result in an educational consequence. The school works to the ethos that some employment of initial tactical ignoring may be used if the behaviour is only impacting on the learning of the individual themselves. Targeted questioning may be used to re-engage the learner. We appreciate that all children are different, and the key behaviour management tool is rooted in the positive relationships between adults and children that have been formed therefore there may be some specific strategies that can be accommodated with this.

In all cases of inappropriate response/ behaviour, an adult will try to talk to the child to try to find out what has happened. In most situations the following steps will be worked through. The school recognises that in some situations it may be necessary to move to level 6 straight away. In exceptional circumstances (e.g. aggressive behaviour, extreme bullying or racial abuse) it could be necessary to move straight to 7 or 8.

1. A verbal/physical indication is given so the child is aware that expectation is not being met.
2. A second indication is given. For most children initially a short discussion with a member of staff is sufficient for the child to reflect on their behaviour choices.
3. If a child continues with the behaviour, two simple choices which are acceptable will be given e.g. ***"You can talk to me here or talk to me in my office."*** ***"We can talk here or outside the classroom."*** ***"We can complete the work now or when you are ready, but it does need to be completed."***
4. If there is non-compliance, we will move to de-escalate the situation. Providing the child is not causing any harm to themselves or others (e.g. stopping the learning), the behaviour will be ignored, and the child will be given an indication the member of staff is ready to listen when the child is ready.

5. Where a child has become distressed all staff will follow the following script in addressing the situation ***'I can see something has happened. I am here to help. Talk to me and I will listen.'***
6. If there is a regular occurrence of antisocial behaviour (a pattern has formed), the carer/parents will be contacted and invited into school to discuss the antisocial behaviour with the class teacher and their child. At this stage, 'Steps' resources e.g. Anxiety Mapping/Roots and Fruits will be completed and analysed. Consideration will also be given to a non-cognitive approach such as Drawing and Talking.
7. Some students in the school will need to go straight to having a Risk Management Plan following initial referral from the CAMHS Consultant.
8. Fixed term internal exclusion – carer/parent involved.
9. Carer/Parent telephoned – child to be taken home. Any consequences will always be discussed with the pupil so the logic is clear.

Restorative Conversations

"An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment." Wright, 1999

We aim to use restorative conversations to develop children's ability to reflect and explore:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- How do you feel about what has happened?
- Who has been affected by what has happened? In what way?
- What needs to happen to put things right?
- Is there anything else you would like to say at this time?

Protective and/or Educational Consequences

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. If there is no natural consequence then sometimes a protective consequence is needed immediately until we have been successful with

our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term.

Adaptations for pupils with Special Educational Needs

The behaviour policy will be implemented alongside the SEN policy for children with SEN and reasonable adjustments will be made. This would include, but is not limited to, additional modelling, coaching, movement breaks, sensory adaptations etc.

Partnership with Parents

We work closely with our parents to ensure the consistent approach of the Therapeutic Code of Behaviour policy. All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals. Parents will be informed of all incidents of Dangerous anti-social behaviour and their protective consequences.

Policies relevant to this policy

Bí Cinealta

Child Protection

Admissions Policy

Special Education Needs

SPHE/RSE Policy

Monitoring, Assessment and Evaluation

Observation of how the policy is working will be reviewed at every staff meeting.

Feedback from students, parents and staff will be inputted in to annual review of policy

This policy was ratified by the board of Management of Scoil Áine on 15-12-25 and will be reviewed annually.

Signed on behalf of the Board of Management

Chairperson: 

Brian O' Malley

Date: 15-12-25

Principal: Michelle O'Meara

Michelle O' Meara

Date: 15-12-25

Signed _____



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Galway

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I have read, understand and agree with the: Therapeutic Thinking
Code of Behaviour

| NAME | SIGNATURE | DATE |
|--------------------|------------------|----------|
| MICHELLE O'MEARA | Michelle O'Meara | 15-12-25 |
| MARIA TIERNEY | | |
| RACHAEL CONNEELY | | |
| REBECCA FINNERAN | | |
| OLA NAGAJEK | | |
| AIDAN REILLY | | |
| CLODAGH HARTNEY | | |
| JOHN LEE | | |
| RACHEL MCWALTER | | |
| MICHAEL FUREY | | |
| ORLAITH CUNNINGHAM | | |
| AISLING MCDERMOTT | | |

