

Libermann Spiritan School Templeogue (LSST)



Code of Relationships, Respect, and Behaviour 2024/2026

Contents

Introduction.....	2
Rationale	2
Aims of the Code	3
Responsibilities.....	3
Positive Behaviour Approaches.....	5
Therapeutic Crisis Intervention for Schools (TCIS).....	5
Communication with Parents/Guardians	7
School Rules and Routines	7
Sanctions	10
Dissemination and Review of Policies	11
Staff Wellbeing Regarding Behaviour and Incidents	12
Grievances Procedure	12
Summary	12

Libermann Spiritan School Templeogue (LSST)

Introduction

This school code (2024/26) reflects the mission of Libermann Spiritan School, Templeogue (LSST) to promote excellence in the experience of special education. Our Code of Relationships, Respect and Behaviour, prioritises our emphasis on positive relationships, respect for all members of the school community, and standards of behaviour that nurture a caring and comfortable environment in which our students can thrive. Our objective is to foster a strong sense of belief in each student's strengths and abilities; to encourage a keen experience of ownership and belonging to the school community for each child; and to support them to reach and realise their social and educational potential.

The school actively seeks to promote an ethos which is safe, welcoming, understanding, tolerant, caring and which acknowledges the inherent value, respect, and dignity of each person. A code of relationships, respect and behaviour is established to ensure that the individuality of each child is accommodated while at the same time acknowledging the right of each child to education in a disruption free environment.

Rationale

This Code of Relationships, Respect and Behaviour is drawn up to ensure compliance with legal requirements and good practice as set out in "Developing a Code of Behaviour: Guidelines for Schools" (NEWB 2008). It is a requirement under DES (Department of Education and Skills) Circular 20/90 on School Discipline, and the Education Welfare Act 2000, Section 23 (1).

This Code will be reviewed annually once we have a cohort of parents/guardians, students, and staff to collaborate and consult on future policy development.

LSST provides the highest quality of learning, teaching, and care of students under our instruction. In partnership with the parents/guardians, families and staff working with our students, we seek to provide individual, intellectual, emotional, social, physical, and spiritual development. The dignity of every child is maintained, and we believe that each child is entitled to an education provision, regardless of individual levels of attainment and functioning. While enabling every student to develop their potential to the full, we also want our students to be happy in school and to enjoy their time at LSST.

Libermann Spiritan School is a special school which caters for students with Autism and Complex Needs. The management and support of pupil behaviour will be underpinned with awareness of our students' unique and diverse needs, and decisions will be made in this context.

Libermann Spiritan School Templeogue (LSST)

Aims of the Code

- To create a positive learning environment that encourages and reinforces positive behaviour.
- To promote self-esteem and positive relationships.
- To encourage consistency of response to both appropriate and inappropriate behaviour
- To foster a sense of responsibility and emotional regulation for students and to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To encourage the involvement of both home and school in the implementation of this policy
- To provide guidance for students, teachers, and parents on behavioural expectations
- To provide for the effective and safe operation of the school
- To allow the school to function in an orderly and harmonious way
- To create an atmosphere of respect, tolerance, and consideration for others
- To ensure the safety and well-being of all members of the school community
- To ensure that the school's expectations and strategies are widely known and understood through the availability of policies and an ethos of open communication
- To assist all members of the school community to understand the systems and procedures that form part of the Code of Relationships, Respect and Behaviour, and to seek their co-operation in the application of these procedures.

Responsibilities

Every member of the school community has a role to play in the implementation of this Code.

Unitary Management/Board of Management's Responsibilities

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

Principal's Responsibilities

- Promote a positive climate in the school.
- Ensure that the Code of Relationships, Respect, and Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

Libermann Spiritan School Templeogue (LSST)

Classroom Staff Responsibilities

- Support and implement the school's code of relationships, respect and behaviour.
- Create a safe working environment for each student.
- Explain class rules to students.
- Prepare schoolwork and correct work completed by students.
- Recognise and provide for individual talents and differences among students.
- Be courteous, consistent, and fair to both fellow staff and students.
- Deal appropriately with minor problem behaviour.
- Keep a record of instances of serious behaviours of concern or repeated instances of behaviours of concern.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern.
- All staff will undertake training for students in Therapeutic Crisis Intervention and will implement this approach in their support of students' emotional regulation, respectful behaviour, and experience of holistic care in the school environment.
- Where necessary, support plans specific to supporting a student's positive communication through behaviour will be implemented.
- All staff will adhere to the positive ethos of the school, to maintain a positive learning environment.

Parents'/Guardians' Responsibilities

- Ensure that children attend regularly and punctually.
- Take an interest in, support and encourage their children's schoolwork.
- Accepting an offer of a school place in LSST requires that parents/guardians have read and agree to the 'code of relationships, respect and behaviour' and support its implementation.
- Co-operate with the class staff in instances where their child's behaviour is causing difficulties for themselves and others.
- Communicate with the school in relation to any problems which may affect their child's progress/behaviour.
- Become familiar with the behaviour support strategies and learning goals necessary to support their child and ensure success and generalisation outside of the school environment.
- Be courteous towards students and staff.
- Keep to scheduled appointment times.
- Protect the confidentiality of students and staff.
- Make an appointment in advance to meet with a Teacher/ Principal/ Deputy Principal.
- Supervise their children on school premises when collecting siblings or visiting the school.
- Label their child's property.

Libermann Spiritan School Templeogue (LSST)

Positive Behaviour Approaches

LSST works to recognise the effects and presentation of communication difficulties, and trauma in children. This is considered in all interactions with our students. Behaviours that present as concerning, are treated in the first instance as distressed behaviour, and all school staff are trained to recognise this and to be aware of behaviour as communication when working with our students. Behaviours that concern others can be an indication of emotional dysregulation or distress.

Our positive behaviour management approaches place emphasis on separating the behaviour from the person as it is essential for building a caring and empathetic relationship with the child.

Therapeutic Crisis Intervention for Schools (TCIS)

All school staff have taken part in and will continue to upskill annually in professional training on the use of Therapeutic Crisis Intervention for Schools (TCIS). This approach will inform further iterations of this Code of Relationships, Respect, and Behaviour in collaboration with staff, students, and parents.

The goal of TCI is 'to create safe, developmentally appropriate, non-confrontational, trauma-sensitive environments that are supported at all levels of the organisation' (2020, Residential Child Care Project, Cornell University). Further information with specific reference to schools can be read on their website https://rccp.cornell.edu/TCI_LevelOne.html.

Therapeutic Crisis Intervention helps schools to:

- Create a trauma-sensitive environment where students and adults **are** safe and **feel** safe
- Pro-actively prevent and/or deescalate potential crisis situations with students
- Utilise crisis events as an opportunity to develop reflective practice among staff and students about management of future events
- Identify potential triggers for individual students so that support can be implemented proactively, with the overall aim of reducing the likelihood of behaviours of concern escalating
- Identify readiness among staff to respond to crisis events, and impart confidence in responding to students using a child-centred approach
- Manage a crisis in a therapeutic manner, and, if necessary, intervene physically in a manner that reduces the risk of harm to students and staff. Any use of physical intervention will be used as a last resort in cases of crisis prevention or safety of children and staff and will not involve the use of physical restraints **apart from safety holds and release techniques (TCI), where necessary to prevent children from hurting themselves or others**. Staff are trained in the manner of how to safely hold a child to keep them from hurting themselves or others.
- Process the crisis event with students to help improve their coping strategies

Libermann Spiritan School Templeogue (LSST)

Preventative strategies within TCI include:

- Changing the setting conditions for young person and avoiding triggers
- Providing environmental support to reduce stress and risk, and increase the young person's sense of safety

De-escalation strategies include:

- Active listening
- Behaviour Support Techniques
- Emotional First Aid
- Avoid power struggles

Safety Intervention Techniques:

The approved TCI physical intervention techniques are as follows: Releases; Protective Stance; Breaking Away Techniques; Standing Hold; Team/Third Person Restraint; Three Person Restraint and transferring control; Small Child Restraint.

Only trained individuals may use these techniques and the following principles of good practice will be adhered to:

- *the technique does not intentionally inflict pain, injury or harm on the young person*
- *the adult must not hold onto bodily joints*
- *at all times, the young person's breathing must not be restricted*
- *consideration must be given to what safety intervention might mean to the young person in the light of their history and risk assessment. Consideration must be given to alternatives to safety interventions, e.g. Early intervention techniques.*
- *staff must believe the immediate action is necessary to prevent harm to the young person or others and to prevent serious damage to property. This is in accordance with the individual Risk Assessments*
- *staff must judge that the proposed safety intervention is carried out safely and successfully taking into account the number of staff available, the location and the young person's gender, size and age and professional judgement.*
- *the overriding principle must be that a safety intervention is an act of care and control and not punishment.*
- *safety intervention techniques must only use the minimum force necessary and for the minimum duration and they must cease when the young person is judged to be safe and no longer at risk of self- injury or harming others.*

Libermann Spiritan School Templeogue (LSST)

Communication with Parents/Guardians

Communication with Parents/Guardians is central to maintaining a positive approach to issues concerning students' wellbeing and education. A high level of cooperation and open communication is seen as an important factor in encouraging positive behaviour in the school. Parents/Guardians are encouraged to talk in confidence to the Principal and/or teachers about any significant developments in their child's life which may affect the child's behaviour. Where difficulties arise, parents will be contacted at an early stage. The methods of parent/guardian-teacher communication used include:

- Text messages from the school to the parent(s)/guardian(s).
- Phone calls from school to parent(s)/guardian(s) and from parent(s)/guardian(s) to school.
- Notes from school to parent(s)/guardian(s) and from parent(s)/guardian(s) to school.
- Letters and emails from school to parent(s)/guardian(s) and from parent(s)/guardian(s) to school.
- Communication via the school website.
- Communications via approved school software platforms that may be used by the school, e.g. Aladdin.

School Rules and Routines

Many students with complex special needs are best supported by rules and routines to support predictability in the environment, which leads to an increased sense of safety. Educational professionals and parent/guardians should consider the importance of rules and routines for individuals with complex special needs and apply them in various settings and situations. Application of rules and routines in school and home helps students with complex special needs engage more successfully in activities and reduce the likelihood of behaviour of concern. Rules will be kept to a minimum and will be applied in a fair and consistent manner, with due regard to the age of the students and to their individual differences.

General School Rules

1. Be on time – school begins at 9.20 a.m. and finishes at 3 pm, Monday to Friday
2. Be prepared – ensure you have materials needed as per your timetable. This may include:
 - (i) Classroom needs (including schoolbag, stationery, books, pencil case)
 - (ii) Lunch, snack if needed, a drink in secure reusable bottle or plastic bottle of water.
No fizzy drinks or cans allowed
3. Where a class teacher and a family have agreed that homework is an appropriate provision for an individual student, it should be completed in a timely manner
4. Be kind and respectful towards all staff and students

Libermann Spiritan School Templeogue (LSST)

5. Mobile phones, iPads, and any other electronic devices should be always kept safely in schoolbags during school hours unless a class activity allows the use of an iPad which will be indicated in advance
6. Smoking and vaping are forbidden, whether in school, on school transport, on school grounds, or on school outings
7. The school uniform is a white polo shirt with school crest (when available) and navy track suit bottoms for students aged 12 – 18 ages, and maroon/wine coloured track suit bottoms for primary school aged students (4 – 11). *Accommodations will be made for students with a preference for certain clothing as agreed with parents/guardians
8. Chewing gum is not allowed anywhere on the school premises including school buses unless parent/guardian(s) have requested that this is accommodated to meet a child's sensory needs
9. Food that presents a choking hazard, such as grapes, must be cut lengthwise into smaller pieces
10. We have a strict policy of **'kind hands, feet, and words'** in all communication and behaviour in our school.
11. Care for each other, your classroom and your things.

Transport Rules

- We stay in our seats until it is time to get off the bus.
- We wear our seatbelts.
- We are kind to each other.
- We are gentle with each other.
- We do what our teacher, SNA, bus escort or bus driver asks us to do

Playground rules

- We stay in our playground
- We are kind to each other
- We take turns
- We play nicely with our friends
- We speak kindly to each other
- We do what our teacher asks us to do
- We wait until our teacher and/or SNA collects us from the playground.

Student Absconsion/Flight risks

In the event of a child absconding, a search will be made of the school, its grounds and nearby areas. If the student is not found, the School Principal will contact the parents/guardians and come to a decision on whether outside parties such as An Garda Síochana are to be contacted. Following the event, a meeting will be organised to assess the school's security and how to reduce the likelihood of a child absconding again.

Libermann Spiritan School Templeogue (LSST)

School Outings

In the event of students leaving the school premises on an outing that is organised by staff, Class Teachers will submit a form to the Principal prior to leaving the building. The form will name the students and staff attending the outing, the location of the outing, and the expected return time. While participating in school outings, students must always remain in the company of staff. Staff will be assigned specific students to supervise for the duration of the outing. Students will be encouraged to wear a lanyard with the contact information of the school office, so that the school can be contacted if the student becomes separated from the group.

Before/After School

Parents are reminded that the school does not accept responsibility for students before the official opening time of 9.20 am or after the official closing time of 3 pm. Parents are asked to provide a written note for the class teacher/tutor to explain if a student is going on a play date with another student or if there is a different arrangement for going home. If we do not receive written confirmation of a change to the usual home time routine, we will send the student home on minibus or public transport if that is the norm. Bus Escorts, who are employed by LSST are responsible for the students in their care while accompanying the child's journey to and from the school, up until the child is brought into the school and the care of the class team, or brought back to the home and the care of the family.

Notifying School of Child's Absence from School

If a student is absent for any reason, the parent/guardian must inform the school in writing including the reason for absence. This can be done via email to the class teacher, the school office, or via a note in the child's schoolbag on return to school.

Collection of a Child by a Parent/Guardian Not Known to the School

The school must be informed beforehand by the parent/guardian known to the school if another parent, guardian or family member will be coming to collect the child from school. If the school is not informed of this change in advance, the school will not hand over the child and will contact the parent/guardian that is known to the school.

Responding to Behaviours of Concern

LSST will endeavour to help students understand when their behaviour presents as concerning and can have an impact on other people. Whilst there exists a general Code of Relationships, Respect and Behaviour, any behaviour of concern or serious incidents will be considered on a case-by-case basis. Our school will take into consideration each student's cognitive ability when considering any sanctions. If more serious sanctions such as suspension or expulsion are being considered, the school principal will organise a meeting

Libermann Spiritan School Templeogue (LSST)

with the parents/guardians. Any relevant staff members or educational professionals may also be invited to attend this meeting. All incidents are to be recorded on a school Incident Report Form by staff members present during the event.

Sanctions

There are several sanctions which will be considered by the School Principal in the event of persistent challenging behaviours or behaviour that is deemed as a 'serious offence', where, for example, any member of the school community feels threatened or unsafe. All serious offenses or persistent challenging behaviours will be followed up with communication to parents/guardians by phone call and letter and a decision on whether any of the sanctions below are appropriate:

Internal suspension

Our school may/may not have the facilities and staff for internal suspensions

External Suspension

A suspension will only be considered after other methods to address the behaviour of concern or incident have been exhausted. Suspension allows time for the student to reflect on the seriousness of the behaviour or incident and supports school staff in planning to best meet the needs of the student on their return.

Upon returning to school a parent / guardian must accompany the student to attend a meeting in Libermann Spiritan School, Templeogue with the Principal/Deputy Principal, and class teacher.

Expulsion

Expulsion will be considered only in the case of a serious incident of behaviour that poses a significant risk to the safety of students and staff. Other interventions to address this incident or behaviour will have been discussed already with relevant parties before resorting to expulsion. However, if a student's behaviour is aggressive and violent such that it causes harm to any other student or staff member, the student will lose a place in LSST to preserve the health and safety of our school community.

Serious Offences

Examples of what will be considered as Serious Offences (Incidents which require input of the Principal or necessity to send students to the Principal)

- Leaving class or school property without permission – refusing to return when requested by a member of staff
- Persistent abusive/violent language directed towards student or staff member

Libermann Spiritan School Templeogue (LSST)

- Persistent refusal to take instruction
- Bullying to the point where another student or staff member is upset or frightened (in or out of school)
- Stealing, damaging property
- Abuse of drugs or other substances
- Harassment by word, action, or gesture
- Carrying of a weapon or any item which could be perceived as a weapon
- Persistent truancy

Record Keeping

Teachers keep a written record of all instances of behaviours of concern, as well as a record of improvement/improved behaviours along with school identified 'valuable and positive' acts of behaviour. This record will be on file in a teacher's classroom or recorded on the school database (not chosen yet at time of writing). All records will be managed within the school in accordance with the school's Data Protection Policy.

Parents/guardians will have access to records of positive behaviour, areas for improvement and challenging/distressed behaviours (behaviours of concern).

A system of record-keeping and behaviour monitoring is implemented throughout the school. This enables the school to review triggers or patterns of behaviour over time. It will use consistent terminology.

Regular monitoring will:

- Alert school staff to emerging problems for a particular student/group of students
- Show trends and patterns, for example time of day/location or circumstances associated with a behaviour
- Provide information about successes and what is working well

Behaviour recording can take the form of

- "tick charts" for instances of a repeated single behaviour e.g., hitting
- ABC Charts (Antecedent, Behaviour, Consequence)

Dissemination and Review of Policies

School policy documents will be available in the policy section of the LSST school website and translated policy documents are available upon request.

School policies will be reviewed annually, all relevant staff and relevant stakeholders will be consulted, and the School Principal will liaise with the Board of Management to create and distribute a final copy of the document.

Libermann Spiritan School Templeogue (LSST)

Staff Wellbeing Regarding Behaviour and Incidents

If a staff member should become distressed or emotionally affected by behaviour of concern or an incident to the extent that their health and ability to stay within the classroom is affected; they should inform another member of staff at the earliest and safest opportunity.

LSST staff members have access to the Employee Assistance Program through VHI and the Spiritan Group, relevant details are available in the Staff Handbook.

Grievances Procedure

In the event of a grievance with policy or procedure, the following process applies:

- Stage 1: Raise the issue with the relevant teacher.
- Stage 2: If no resolution is found, consult with the principal or deputy principal.
- Stage 3: If there is still no satisfactory outcome, contact the Board of Management.
- Stage 4: If the situation remains unresolved a parent can contact the Department of Education regarding the issue.

Summary

In devising this Code, consideration has been given to the needs and circumstances of this school. The community that is Libermann Spiritan School, Templeogue (LSST), respects and recognises the individuality of each child and his/her right to education in a safe and comfortable learning environment.

LSST also actively works to recognise the effects and presentation of communication difficulties and trauma in children. This is considered in all interactions with our students. Behaviours that present as concerning, are treated in the first instance as distressed behaviour and all school staff are trained to recognise this and to be aware of behaviour as communication when working with our students. Behaviours that concern others can be an indication of emotional dysregulation or distress.

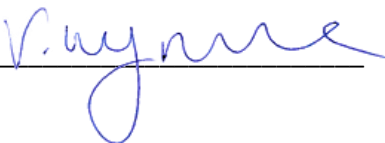
- It is school policy to focus on and encourage respect, kindness, care for students and staff, evidence of good effort in attitude and school activity, as well as positive behaviour and communication with others.
- Every effort will be made by each member of staff to adopt a positive approach in the school. Positive techniques of motivation and encouragement are utilised by teachers and SNAs. All school staff will contribute to this process and engage in whole school practice and training in this regard.
- We encourage a strong sense of community within our school, and a high level of cooperation between staff, students, and parents/guardians, which fosters positive behaviour.
- School rules are kept to a minimum and clearly stated. Teachers and SNAs will create an agreed charter of classroom behaviour with their students for every class grouping.

Libermann Spiritan School Templeogue (LSST)

- To motivate and encourage progress, all efforts will be made to match the curriculum to the abilities, aptitudes, and interests of each student.
- Active Participation by Parents/Guardian is valued and encouraged.
- The overall responsibility for the maintenance of discipline within the school rests with the Principal. Every teacher has responsibility for the maintenance of discipline within their classroom, while sharing common responsibility for good order within school premises.

Ratified by the BOM in October 2024.

Signed: 
Chairperson of Board of Management

Signed: 
Principal

Date: 09/10/2024

Date: 09/10/2024

Due for Review: October 2026