

ST KILLIAN'S SCHOOL

Behaviours of Concern and Responding to Crisis Situations Policy 2025 - 2029



Policy Statement

This document sets out the Behaviours of Concern and Responding to Crisis Situations 2025 - 2029 Policy for St Killian's School.

Scope

This policy has been drawn up in consultation with the Board of Management and Staff of St Killian's School and has been approved and adopted by the Board of Management. The policy applies to all staff/parents/pupils within the school. This policy has been updated in line with the Department of Education Document - Understanding Behaviours of Concern and Responding to Crisis Situations and the Relate Document 2025.

Relationship to the School's Mission Statement

"If this child doesn't learn the way we teach, can we teach him/her the way he/she learns, and can we extend his learning options?"

Dr. Harry Chasty

School Philosophy

Each child's uniqueness is valued within the school, which fosters a secure, caring and positive environment, to enable each child to develop to their full potential.

Introduction

St. Killian's is a school within the Diocese of Cork and Ross, (the Patron) provides a co - educational, inter - disciplinary educational service to children who are diagnosed with a Specific Learning Difficulty, Dyspraxia, Speech and Language Difficulties, Autism and children who have educational difficulties in one or more school based areas.

The school depends on grants provided by the Department of Education and Skills and the school operates within the regulations laid down, from time to time, by the Department. Within the context and parameters of the Department regulations and programmes, the rights of the patron as set out in the Education Act (1998) and the funding and resources available, the school supports the principles of:

- Equality of access and participation
- Parental choice in relation to enrolment
- Respect for diversity of values, beliefs, traditions, language and ways of life.
- The psychological services are provided by National Educational Psychological Services.

Background

The Behaviours of Concern Policy is an integral part of supporting pupils within our school. The philosophy, lessons and skills taught in the programme align with the organisational values of St Killian's School. The policy aims to recognise and plan for times when behaviours of concern occur, to support pupils in providing preemptive interventions to minimise behaviour escalation, and to outline strategies to support pupils and develop independent skills in emotional regulation and management of self. The policy also recognises that in the interests of Health and Safety minimising of risk to self/peers and staff is an essential element to any plan/procedure and practice and that referral and involvement of the relevant support services, EWO/TUSLA/NCSE/Disability Network teams/OT/SLT/Therapeutic Services form an integral part of managing Behaviours of Concern.

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Rationale

Some pupils may display escalated behaviours/ behaviours of concern, including emotional/physical behaviours and risks that need to be addressed by staff. All safety interventions are guided by:

- St Killian's Policy and Procedure
- Relevant legal and regulatory frameworks
- Professional standards for best practice
- Staff training
- Specific Intervention Programmes

All school staff recognise that behaviour is a form of communication and that any escalation in behaviour/or behaviours of concern must be addressed using the key principles of CPI Safety Interventions and linked to the colours in the Zones of Regulation. In this way the staff provide extrinsic support and models of behaviour, which can be developed through the curriculum (SPHE), and directly taught and modelled, leading to the development of independent learning and understanding of how to manage my own emotions and relationships through co - regulation and independent skills.

PROACTIVE STRATEGIES

1. CPI - Safety Interventions - CARE, WELFARE, SAFETY and SECURITY

Three staff members will be trained as CPI Certified Instructors in order to deliver staff training annually to school staff. Completion of the approved training by individual staff will confirm completion of the CPI Safety Intervention Foundation Course.

In recognition of the complex nature of behaviours of concern, the BOM are requested to sanction annual training of class teams in the Autumn Term this is in line with the training and certification requirements of CPI - Safety Intervention Training.

Within the training the class team will engage in detailed training and also consider the individual application of the training to pupils within the Class PODS and the completion of the CPI Safety and Support Plan for each child.

2. Zones of Regulation

This intervention is often recommended by Psychologists and other Therapists as a way to develop emotional regulation. This intervention will be taught at all class levels and more intensive individual/small group support will be provided to those pupils who require further support. All classes will introduce Zones of Regulation and adhere to the terminology and principles of the programme in order to ensure consistent use of the programme throughout the school.

CPI and Zones of Regulation Linkage

See CPI - My Safety Plan

3. Drawing and Talking Programme

Two staff members are trained in the Drawing and Talking technique. It is a safe, short term, time - limited intervention to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. The purpose of the method is to draw with a person with whom they feel comfortable at the same time each week. After completion of Drawing and Talking Therapy, individuals are more able to control their behaviour and most importantly have higher self - esteem; this allows them to thrive in the world around them.

This programme will be offered to pupils who require more individualised intervention and prior to completion of this intervention parental permission will be requested.

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4. Cubbie/Sensory PODs

Access to the CUBBIE/Sensory PODs is considered to provide additional support to some pupils in order to meet sensory regulation needs.

5. Hot Tub

Access to the Hot Tub in line with school policy may be considered to provide additional support to pupils who have sensory regulation needs.

6. Resource/SET

Some pupils may require additional support from Resource/SET team teachers. Interventions will be scheduled in addition to existing timetables and may take the form of a well - being programme, a programme linked directly to pupil interest, social skills and many more bespoke interventions.

Procedure when addressing Behaviours of Concern

Graphic from NCSE Relate Document 2025 - pg 27

What the student may be experiencing

What the adult is doing



- Regulation and dysregulation looks different from student to student.
- Building a relationship with your students will help develop a deeper understanding of them as individuals, as well as creating a relationship where students feel safe.
- By building a strong foundation, proactive regulating measures will be more successful and during times of dysregulation you will be more confident to respond accordingly

Link to Code of Conduct - to support the pupil where class based interventions have not been successful, requires more individual support. Serious/Dangerous/Harming/Self - Harming behaviours should always be reviewed in light of the main principle Health and Safety/Well - Being/Emotional Well - Being for all participants in any/every situation. Links to the Code of Conduct/Behaviours of Concern and Suspension and Expulsion Policy in some situations.

Consider what triggers/contexts/causes can be modified/increased/controlled?

What factors are beyond/extrinsic to the influence of the class context/school environment? NCSE Relate Document 2025 Various Sections for Reference

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Pro - active Strategies to address behaviours of concern

Pupils should at all times be treated with respect and dignity and the recognition that behaviour is a form of communication. Pro - active strategies should encompass both environmental and personal factors.

Pro - active strategies will include:

- Classroom management strategies (Scripted Intervention/Thirty Second Intervention)
- Zones of Regulation
- IEP/Care Needs
- Development/use of CPI Safety and Support Plan
- Safety equipment for staff
- Individual schedule
- Sensory programme/OT interventions

Pro - active strategies will be in place in all classes and pupils engaged in these processes throughout the school year.

In the Autumn term of each school year SPHE lessons will initially focus on the Introduction of Zones of Regulation to the whole class. This will be reinforced by the SET team with specific pupils/individuals/groups as needed.

The Thirty Second Intervention - CPI

The thirty second intervention will also be introduced to all pupils and modified to reflect the level of understanding and communication needs of the pupils in each class. Class teams will decide on appropriate methods for the 30 second intervention and share these with staff teams who may also engage with the certain pupils on a daily basis. A record of the appropriate 30 second intervention used at class level should be displayed on the classroom wall and also shared with any Substitute Staff through the planning folder/laminated for use. This should be taught to the children in SPHE in the Autumn Term (a suitable version depending on the needs and ability of the children). The Thirty - Second intervention should be predictable and manageable and shared by the whole class team and parents advised also.

Zones of Regulation

This is a programme developed by Leah Kupers - The Zones is a systematic, cognitive - behavioral approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially.

<https://www.zonesofregulation.com/index.html>

Support Strategies for Behaviours of Concern

- Thirty Second Intervention
- Zones of Regulation
- Scripted Intervention
- Class based strategies/interventions/reward systems
- Home/School strategies/interventions/reward systems
- Modelled co - regulation
- Behaviour tracking books/logs
- Core - Boards/AACs/Visuals/PECs/Lamh
- Behaviour logging/tracking/data collection
- Red Folder
- Drawing and Talking Programme
- Social Skills Groups

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Nurture Focus Tasks

- Buddy Systems
- A place of safety - Dark Den/Quiet Space/Quiet Room
- Sensory Regulation Plans/Movement Breaks
- Cubbie/Sensory PODs
- Hot - Tub
- Playground time
- Spinners
- OT room/interventions
- Use of CPI Safety and Support Plan
- Pupil Support Plan
- School Code of Conduct
- Referral to network teams
- MDT/External Agencies
- Referral to EWO
- Application for additional support BCN 1 Form
- NEPS Consultation if available
- Referral to SENO/Consultation with NCSE
- Referral to TUSLA if deemed necessary
- Modified timetable/school day in compliance with Circular 0047/2021 • Arm Guards (protection from bites)
- Bite Protective Hoodies (Staff)
- Soft Cushion/Bean Bag
- Room zones
- Blue Partitions to create a private space within a classroom
- Desks arranged to reduce eye - contact/sensory overload
- Ear defenders
- Weighted Vest (OT recommended)
- Other equipment/supports recommended by MDT

Review/Responsibilities in the event of Behaviours of Concern - CPI Procedures

- Staff member to arrange medical/first aid attention if necessary.
- Make a short verbal report immediately to the person in charge and follow up with a written report giving a description of the incident, possible cause(s) and actions taken. (Complete Appendix A Behaviours of Concern Incident Report and Physical Restraint Report if applicable)
- The staff member/s should evaluate the response to the incident in discussion with a senior member of staff. This will enable staff teams/school staff involved to understand the incident and look constructively at ways of preventing and dealing with such incidents.
- The report provides a factual account of an incident so appropriate supportive/organisational actions can be taken.
- The report can be a reliable tool for administrative evaluation of policies, procedures, performance and patterns.
- The report can improve the efficiency and safety of staff by educating them about potential dangers and how they might be prevented.
- Inform parents/guardians if restrictive practices have been implemented.

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Behaviours of Concerns Staff Team

In line with the new documents (Understanding Behaviours of Concern and Responding to Crisis Situations and the Relate Document 2025) a formalised arrangement is now in place to review pupils who are placed on the Code of Conduct on a monthly basis. This ensures that where Behaviours of Concern are managed or significantly reduced pupils may be removed from the Code of Conduct or the Stage reduced in accordance with the levels of behaviours of concern observed during a period of 6-8 weeks (Half Termly). This ensures that the dignity of pupils is paramount and when Behaviours of Concern are not prevalent or significantly reduced the pupil is accorded the respect and dignity of the recognition of their improved Behaviour.

The review by the Staff Team will be monthly and reported to the BOM alongside the number of pupils on Stage 3 or 4 of the Code of Conduct. This practice will inform the BOM of the level of Behaviours of Concern and reduction/increase of same.

Related Documents/Policies

- Thirty Second Intervention
- School Pupil Support Plan/CPI Safety Intervention and Support Plan
- Code of Conduct - Stage One onwards
- Child Protection Policy & Statement
- Intimate care Policy
- Home School Communication Policy
- Behaviours of Concern Incident Report including incidences of Physical Restraint ● NCSE Report Form - Incidences of Physical Restraint
- Referral to EWO Forms
- Circular 0047/2021
- Department of Education - Understanding Behaviours of Concern and Responding to Crisis Situations
- NCSE RELATE DOCUMENT 2025

Definitions / Acronyms

NEPS	National Educational Psychological Services
BOM	Board Of Management
DES	Department of Education and Skills
EWO	Education Welfare Officer
TUSLA	
NCSE	
OT	Occupational Therapist
SLT	Speech & Language Therapist
CPI	Crisis Prevention Institute

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Policy Approval

This policy has been reviewed and accepted by the school Board of Management Chairperson -

Margaret O'Keeffe

Date September, 2025

Policy Review

It is acknowledged and accepted by all parties that this policy may be revised/modified annually or more frequently as required in light of on - going evaluation of statutory requirements or situations that arise during the school year.

Next Policy Review Date Summer Term 2029

Appendix A

Behaviours of Concern Incident Report

Appendix B

NCSE Restrictive Practices Report

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APPENDIX A

Behaviours of Concern Incident Report / Risk / Review

St. Killians Critical Incident Report

'An incident is any out of ordinary occurrence that results in injury, verbal abuse, property loss or damage, use of physical force or restraint involving any of the school community.'

All actions taken need to be in the best interests of the pupil/pupils.

This report has been updated in accordance with the Department of Education Document Understanding Behaviours of Concern and Responding to Crisis Situations (2024).

The key changes are the incorporation of Sample Record of Incident involving Physical Restraint Pg 56 and Pg 62 Record of Incident involving Physical Restraint Form.

If a physical restraint was used please ensure the NCSE report form is also completed (please note no personal details should be included in this form.)

Class Name:	Teacher's Name:	SNA's Names:
Pupil's Involved (initials only):	Date:	Time:
Location:		Other Staff Present (Initials):

What happened? (brief, factual, outline of significant aspects of the incident)
What happened immediately prior to the incident?

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What happened directly after the incident?

<p>What were the risks involved ? (to pupils, staff, other pupils, public, equipment, building):</p>
<p>What did you do? (factual, brief account of actions taken, include 'on the spot' actions taken to minimise risk to pupil, other pupils, staff)</p>
<p>How were the actions in the best interests of the pupil? Pupils? Staff?</p>
<p>Were restrictive practices used? If yes, detail briefly.</p>
<p>Was the pupil distressed?</p>
<p>What do you think the pupil was trying to communicate?</p>
<p>How was the child assisted to recover relationships with other pupils/staff?</p>
<p>Was medical attention required by the pupil? Y/N Give brief details if Y.</p>
<p>Was first aid required by the pupil? Y/N Give brief details if Y.</p>
<p>Were staff distressed? 3 very distressed 2 somewhat distressed 1 no distress Detail actions to support Staff Well-being if relevant.</p>

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How can we reduce the risk of this happening again?

- Behaviour plan review:
- CPI:
- Environmental changes:
- Timetable schedule review:
- Pupil Risk Assessment:
- MDT:
- Health and Safety Review:

Person verbally notified:

Staff Welfare (Did any of the staff find this incident distressing?):

Risk Reduction Review by: _____

Parents notified (Y.N): _____

Outcomes:

Report Written By: (TEACHER) _____

Date: _____

Signed: (PRINCIPAL / DEPUTY PRINCIPAL) _____

Date: _____

Guidance

Keep notes brief and factual:

What did you do (tick as appropriate)?

How was this in the best interests of the pupil? Pupils?

Further Notes:

Attach a copy of any behaviour logs/tick sheets if relevant

NCSE Record of Incident involving Physical Restraint Form must be completed if a physical restraint was used.

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APPENDIX B

Record of Incident involving Physical Restraint Form

(In line with a rights-based approach the language used in this record needs to be objective, factual and non-judgmental)

No personal details of person/s involved should be included in this report.

School Details:
School Name:
School Roll No.
Student Details:
Age of Student
Confirmed Special Educational Need (if applicable)
Details of Incident:
Date Time
Location
Duration
Description of the Incident: DESCRIBE WHAT WAS HAPPENING IMMEDIATELY PRIOR TO THE INCIDENT (e.g. activities that the student was engaged in; behaviours of other students; changes to the environment or the usual routine, etc.)
DESCRIBE WHAT HAPPENED IMMEDIATELY AFTER THE INCIDENT (staff responses, reactions of students, any other consequences)

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Any other details deemed relevant in relation to the incident.

Report Completed by:

Designation:

Date:

**Report should be forwarded to the following dedicated email account
bocreports@ncse.ie**