



Hospital School CHI at Temple Street

Temple Street, D01 YC67, Ireland

Phone: (01) 878 4630 Email: school@cuh.ie www.templestreethospitalschool.com

CODE OF BEHAVIOUR

Signed:

Mr. Robert O'Connor, Chairperson BOM

Signed:

Ann Higgins, School Principal

Date: 26th November 2024

Date of Next Review: November 2025



1. Introduction

Hospital School CHI at Temple Street is a recognised Special School setting regulated and funded by the Department of Education and Skills (DES) and located in CHI at Temple Street. Its function is to provide for an education to students who because of medical or mental health needs have been hospitalised or are unable to access their mainstream school.

This Code of Behaviour was drawn up in consultation with the school community to ensure that school policy is compliant with legal requirements and good practice as set out in the “Developing Code of Behaviour Guidelines for Schools” (NEWB 2008), Children First – National Guidelines for the Protection and Welfare of Children (2011), DES Circular 0061/2006.

Pupils who are admitted to hospital (those with ASD and other presentations) may find the atmosphere of the new ward/hospital setting triggering. Children admitted without an AEN diagnosis/history may still find the new hospital setting to be an adverse emotional experience. Also, the intellectual ability, stage of development and understanding of the pupil will always be considered in relation to their behaviour in school.

2. Aims of the Code

The aims of the Code of Behaviour are the following:

- To provide a safe and secure learning environment for all our pupils.
- To ensure that the individuality of each child is accommodated while acknowledging the right of each child to an education in a relatively disruptive-free environment.
- To respect and safeguard the dignity and the needs of individual pupils.
- To allow the school to function in an orderly way where pupils can make progress in as many aspects of their development as possible
- To ensure the safety and well-being of all members of the community taking cognisance of pupils with medical and mental health needs
- To promote positive behaviour while noting the difference between children and the need to accommodate these differences.
- To ensure that pupils behave in a respectful manner towards each other, school staff and the wider community.
- To create an atmosphere of respect, tolerance and consideration of others.
- To teach, foster and encourage socially acceptable behaviour within the school, hospital and the community at large.
- To assist parents and pupils in understanding the systems and procedures that form part of the code of behaviour and to seek their co-operation in the application of these procedures.

3. Policy Content

This code of behaviour will address:

1. The standards of behaviour expected in the school from adults and pupils
2. The plan for promoting good behaviour
3. The ways in which the school responds to unacceptable behaviour
4. The plan for implementing the code
5. Record keeping
6. Reference to other policies
7. Review of the code

4. Standards of Behaviour

The most effective methodology in attempting to manage behaviour that might challenge is to try to prevent it happening in the first place. All members of the school community are expected to behave in ways that show respect for others. Behaviour will reflect values such as respect, kindness, courtesy, fairness, forgiveness, respectful ways of resolving difficulties and conflict. Standards are also a way of signalling the kinds of behaviours that are not acceptable in the school e.g. behaviour that is hurtful, demeaning, behaviour that interferes with teaching and learning or is threatening and/or causes physical hurt to other pupils and/or staff.

Promoting high standards of behaviour is the central aim of this code of behaviour. Teachers, staff and the wider school community employ a range of strategies for promoting good behaviour at class and at school level. Pupils are more likely to behave well when they understand why the code is important and their part in making it work. They need to see that the code works in a fair manner.

Co-operation and communication with parents/guardians are seen as an important factor in encouraging positive behaviour. The following models of communication are used at all levels within the school:

- The IEP, Student Support Plan or Pupil Learning Profile
- Meetings held in school
- End of year report
- Phone calls to and from home and base school

5. Plan to Promote Positive Behaviour

A whole school approach will help to create, maintain and foster a positive school climate that will support and promote good behaviour. In the hospital setting, a multi-disciplinary approach is often used to address behavioural issues. This might

include a Clinical Nurse Specialist in ASD, OT, Psychologist, SLT or members of the Psychiatry Team.

We aim to achieve this by:

- Creating a positive and encouraging attitude towards pupils at all times.
- Creating a calm environment.
- Always promoting self-esteem amongst the students.
- Creating a sense of fairness and consistency, considering the competence, understanding and functional abilities of the pupils. These are crucial in deciding on the appropriate responses to behaviours.
- Making rules positive, “do’s” rather than “don’ts” in a language that is appropriate to the pupil’s ability to understand.
- Developing and supporting positive, respectful relationships between pupils and staff.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Using class and school settings to promote and encourage positive behaviour
- Using positive language appropriate to the pupil’s level of understanding that is affirmative, respectful and fair
- Adults/carers who accompany children in school are asked to respect the learning environment and refrain from inappropriate interruptions e.g. reading material, mobile phone use

6. School Rules

- Respect and consideration for others is an integral part of our school’s ethos.
- Pupils should strive towards a high level of good manners and courtesy to fellow pupils, teachers and visitors. Polite language is expected.
- School and other persons property and equipment will be treated with respect
- Pupils will comply with the rules designed for their collective well being
- Pupils will listen and attend to directions given by the supervising adult whilst coming to and from the wards
- As pupils are children in hospital, mobile phones are allowed but must be set in silent mode.

All the above rules are designed in the best interest and safety of all pupils for the school so that they may learn in a happy, healthy environment.

Pupils have the right to attend Hospital School CHI at Temple Street and to learn as much as they can. They have the right to ask questions, to be a full member of the school, treated with consideration and respect.

While teaching and learning is taking place in a classroom or at the bedside:

- Use Kind Words
- Try Your Best
- Be Helpful to Each Other
- Play Fairly
- Have Fun

7. Children with Additional Educational Needs (AEN)

All pupils are required to comply with the Code of Behaviour. However, the school recognises that pupils with AEN may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with the multi-disciplinary team, hospital staff, parents, the hospital teacher and Principal. Cognitive ability will be considered at all times. Professional advice from medical personnel will be sought as needed.

8. Incentives / Praise

The following are some examples of how incentives/praise may be given to pupils

- A quiet word or gesture to show approval
- Focus on positive behaviour with incentives/stickers
- Choice of favourite activity
- Certificates to acknowledgment and recognise achievement
- A word of praise in front of the class group by a staff member/principal
- A mention to parent/guardian

9. Unacceptable Behaviour

- Behaviour that interferes with teaching and learning
- Behaviour that is hurtful and/or offensive (including bullying, harassment, discrimination and victimisation)
- Bad language
- Theft

10. Sanctions

The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this. The following strategies may be used to encourage good and discourage unacceptable behaviour:

- Redirection to another activity
- Reasoning with pupil

- Reminder of School Rules
- Temporary separation from peers; in the event of a particularly disruptive behaviour, it can help to give the child “time out” from the school and return him or her to the care of the nursing staff on the ward/hospital staff. The child can return to school later.
- Referral to principal
- Communication with ward staff/parents/guardians
- Referral to Hospital MDT
- Referral to Board of Management.

Teachers will use sanctions sensibly and flexibly considering the individual circumstances and the seriousness of the misbehaviour, abiding by the principles of justice and fair play and the Department of Education Guidelines.

It is very important that children understand that they have rights. It is essential that they also understand that with these rights come responsibilities.

11. Keeping Records

In line with the School Data Protection Policy a record will be kept of all incidents occurring, retained in a secure place in the school and kept until a pupil reaches 21 years. Incidents must also be recorded via the hospital intranet on the hospital’s Risk Management Reporting System.

The school recognises the variety of differences that exist between children and the need to accommodate these differences wherever it is possible.

12. Reference to other policies.

The following School Policies have a bearing on Code of Behaviour Policy, and they are:

- Anti-Bullying Policy 2023 (new Bí Cinealta Guidelines, Procedure and Policy to be adopted by BOM before end of school year 2025)
- Admissions Policy 2024
- Health & Safety 2024
- Child Safeguarding Statement 2024

13. Success Criteria

- An atmosphere of respect, tolerance and consideration for others evident in the classroom and ward areas.
- An orderly classroom creating an optimum learning environment where pupils are progressing.

- A decrease or absence of incidents of negative behaviour because of the existence of a safe learning and working environment.
- Consistent implementation of practice and procedures listed in the policy.
- Positive feedback from teachers and parents, ward staff and pupils.

14. Roles and Responsibilities

The Board of Management have a responsibility to ensure that the Code of Behaviour Policy is in place. It is the responsibility of the principal and the teaching staff that the policy is implemented and co-operation of parents and pupils in implementing the policy will be encouraged.

15. Implementation Date

The policy was first implemented in September 2006. The most recent review of this policy took place on 26th November 2024.

16. Ratification and Communication

Copy of policy distributed to board members, staff and available to parents in the school and on the school website.

References

[Behavioural emergencies in a paediatric hospital environment - PMC](#)

[The Silent Crisis: The impact of paediatric hospital social admissions - Don't Forget the Bubbles](#)

