



Positive Behaviour Policy 2021-24

Responsibility: SMT

Agreed:

Approved by Board of Governors:

Date for Review: December 2024

Principles

Positive Behaviour Policy

In St. Anthony's Primary School all members of our community have the right to work and learn in a secure and caring environment. They also have a responsibility to contribute in whatever way they can, to the protection and maintenance of such an environment.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

All our pupils have a right to learn in an environment which is free from intimidation and fear. Accordingly, we will work to create an environment within which positive relationships will be fostered.

The aim of our 'Positive Behaviour Policy' is to provide a learning environment where every child sees himself as a recognised member of our school community.

We believe that each child needs to be given the opportunity to become involved in all aspects of school life so that they can feel valued and achieve their best. The children are actively involved in creating and maintaining their own high standards in behaviour.

In order to promote positive behaviour, we recognise a need to develop practices that reflect every child's moral, intellectual, spiritual, physical, social, aesthetic and emotional potential.

Context

This policy has been developed within the context of current legislation, policy and guidelines.

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education(NI) Order (1998) – Articles 3 and 4
- Human Rights Act (1998)
- Education (NI) Order (2003)
- Special Educational Needs and Disability (NI) Order (2005)

Good Practice

- Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils.
- DENI: Circular 2021/13
- Pastoral Care: Child Protection. DENI Circular 1999/10
- Pastoral Care in Schools: Promoting Positive Behaviour (DE, 2001)
- Regional Policy Framework on the use of Reasonable Force/Safe Handling (DE, 2004)

- Every School a Good School 2008
- The Resource File to support children with Special Educational Needs. (DE, 2010)
- ASPIRE to Build Capacity using the Resource File (DE, 2010)

Rights and Responsibilities

‘An orderly school is necessary for good learning and teaching’.

In St. Anthony’s P.S., we recognise the importance of everybody, connected throughout school, working together to produce an ‘orderly’ school: pupils, teachers, parents, support staff, visitors to the school and the parish community.

If we work together good behaviour is more likely to occur. It is important that each section of our school community is aware of the value and contributions of the other groups and also aware of what is expected of them.

E.g. Teachers, pupils, parents have expectations / rights, but they also have responsibilities.

*To co-operate with parents and pupils, the **school** will:*

- ❖ Be warm, welcoming and safe places.
- ❖ Treat pupils fairly and with respect.
- ❖ Give pupils advice on how they can improve.
- ❖ Give pupils support if they are bullied or abused or have other problems affecting their education.
- ❖ Tell parents about anything which affects them or their children.
- ❖ Work with parents in carrying out their policies.
- ❖ Involve parents and children in key decisions about their education.
- ❖ Tell parents promptly about any concerns.
- ❖ Respond sensitively and effectively to any concern raised by parents or pupils.

*To support their children and the school, **parents** should:*

- ❖ Get to know the school policy about promoting good behaviour and support it.
- ❖ Encourage their children to obey the school’s rules and to show respect for other pupils, school staff and property.
- ❖ Make sure their children have all they need for school and have done their homework.
- ❖ Respond quickly to concerns raised by the school.
- ❖ Make every effort to come to curriculum and parent evenings.
- ❖ Take part in the life of the school.

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- ❖ Treat school staff, teaching and non-teaching, with the respect they would expect to receive themselves.

*To benefit from school, **pupils** should:*

- ❖ Come to school each day and on time.
- ❖ Come to school with all they need and with their homework done.
- ❖ Learn, understand and obey school rules.
- ❖ Work as hard as they can in class.
- ❖ Respect the right of other pupils to learn and the teachers' duty to teach.
- ❖ Behave safely at break times and not do anything likely to upset or hurt others.
- ❖ Treat other pupils with respect and not bully.
- ❖ Respect school property.

(Taken from 'Good Behaviour at school' - DE, CCMS and the five Education Boards)

It is important that all staff; teaching and non-teaching, coaches and the Board of Governors are aware of the ethos, rules, expected standards of behaviour and disciplinary procedures and that they support and implement these.

Our Nurture Principles

St. Anthony's Nurture room, also known as "The Sunshine Room," opened on 10th May 2021. We are striving to ensure that the principles of nurture are embedded in our school and will impact positively on our interaction with each other and the behaviour of all pupils.

The six nurture principles are;

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of Nurture for the development of self-esteem.
- Language is a vital means of communication
- All behavior is communication
- The importance of transition in children's lives.

Rewards - The Positive Side of Discipline

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It is generally accepted that in any disciplinary system the emphasis should be placed on the positive approach of encouragement and praise, rather than on criticism and punishment alone. When criticism is necessary it is the school's policy to include advice on the means of effecting improvement. Praise will be given in many instances where teachers may feel it relevant and appropriate. Without attempting to put these in rank order, it is envisaged they will include the following:-

- A quiet word, encouraging smile or approving look
- A written comment on pupil's work, or in a more detailed way picking out specific points or ideas that merit commendation
- A public word of praise in front of a group, a class or the whole school
- Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes
- A visit to a colleague for commendation e.g. a written comment or sticker
- Use of Class Dojo to inform parents of good work and display photograph of work for parent to see.
- Visit to the Vice-Principal's and Principal's office to show work.
- Classroom displays showing the children's work which is relevant to the current curriculum.
- Celebrating Success, pictures posted onto the school's Facebook page of children's achievements both in school and outside school.
- Team/ individual awards- homework passes, etc
- End of school year awards
- Private praise

Classroom Discipline

It is accepted by the teaching staff that effective teaching practice and positive teacher/pupil relationships are major contributors to good classroom discipline. Good discipline facilitates effective learning, and in order to achieve this goal the following strategies will be implemented:-

- ✓ The encouragement of genuine involvement of all pupils in classroom activity by recognising their different abilities and matching tasks to those abilities so that pupils regularly achieve success.
- ✓ The recognition and encouragement of children's individuality and the importance of self – esteem.
- ✓ Attempting to make lessons enjoyable and challenging with a multi-sensory approach which is sufficiently flexible to encourage children's contributions.

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- ✓ The use of positive rather than negative language to communicate expectations and feed back to pupils.
- ✓ Giving regular praise and encouragement to pupils, particularly to disruptive pupils, as soon as acceptable behaviour is observed.
- ✓ The involvement of the pupils in the establishment their classroom rules which will be displayed in the classrooms. It is hoped this involvement will lead to ownership and to a greater appreciation of their necessity.

School Rules

Pupil Rights	Pupil Responsibilities
To have appropriate access to school facilities	To share and borrow school books and equipment To feel responsible for and take pride in looking after books, equipment and the tidiness of their classroom
To have a safe environment	To act in a safe, sensible and responsible manner
To be heard and be able to express opinions	To wait turn to speak out. To listen to and value the opinions of others
To be treated with courtesy and dignity by all	To treat everyone as a worthwhile individual
To know what is acceptable behaviour and the consequences of breaking rules	To be well behaved and self disciplined through observation of rules and charters

In order that pupils should behave responsibly towards others and towards their environment, there are certain areas of school life where it is possible to formulate lists of rules.

Safety

- ❖ There should be no boisterous behaviour inside the school.
- ❖ Children must not fight in school, coming to school or going home from school.
- ❖ Children must not climb trees, fences or hedges in the school grounds or in surrounding property.
- ❖ Children must not throw stones or other missiles.
- ❖ No child may leave the school premises during the day without permission.
- ❖ Children should not enter the boiler house.

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- ❖ Children should not play on the grass/in the wooded area beside the school.
- ❖ Children should line up quietly and await the teacher for return to class.

Courtesy

- ❖ Children must always speak respectfully.
- ❖ Children should allow adults through doors in front of them.
- ❖ Children should use the words “excuse me,” “please,” and “thank you” appropriately.
- ❖ Children must wait for adults to finish speaking before interruption.
- ❖ Children must knock before entering a room.
- ❖ Children are not permitted in the staffroom without permission.
- ❖ Children must obey teachers’ directions.
- ❖ Children must respect others’ property and privacy.
- ❖ Children must dispose of litter appropriately.
- ❖ Children must take care of their own property, ensuring that they keep books clean and covered.

Use of buildings

- ❖ Children must walk in an orderly manner inside the school buildings.
- ❖ Children must not enter the school before 9.00 a.m. except when the weather is inclement,

In the Dining Hall

Children must:

- Obey the Teacher/Supervisory Assistant
- Speak quietly and respectfully
- Tidy up after eating
- Leave quietly after saying Grace After Meals

Sanctions in Discipline

Even with good classroom practice it will be necessary to have sanctions.

Their purpose will be to:-

- Make the particular child and others aware of the school and teacher’s disapproval of unacceptable behaviour.
- Protect the authority of teachers, should that be threatened.

In all disciplinary actions it is essential that the pupil understands fully that it is the behaviour which is unacceptable and not the pupil as a person.

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Sanctions will be:

- Constructive.
- Applied with sensitivity, flexibility and discrimination; and where possible.
- Related to the misdemeanour.
- Specific to the culprit and not applied to the whole group.

They will include:

- A look of disapproval.
- Immediate verbal checking of misbehaviour.
- A minor penalty relevant to the offence e.g. an apology.
- Repeated or extra work where the presentation or content of work fails to reflect the pupil's ability.
- Loss of freedom during break or lunchtime (the child will, of course, be given time to consume his meal or visit the toilet).
- Loss of privileges, such as membership of school teams.
- Loss of a period of Golden Time.
- Parental consultation.

(The latter may come at an early stage in the hope of determining the reasons for the problem behind the misconduct and of providing joint/consistent action by the school/home.)

While there is not a value order placed on the above list of sanctions, certain procedures will be followed e.g. if after several verbal warnings by the class teacher bad behaviour persists, the principal will decide whether or not a letter home will be necessary.

Disciplinary Procedures for Unacceptable Behaviour

The following strategies may be used by teachers in dealing with unacceptable behaviour. At all times the teachers should use their own professional judgment and knowledge of the child involved to determine when to bring in the principal etc.

1. Verbal reprimand. For minor incidents the class teacher, (or the teacher in charge at the time), should make the child aware that her behaviour is unacceptable. A verbal reprimand should be delivered.
2. Isolation from other class members. For repeated minor incidents, or for an unacceptable display of bad behaviour, a child will be isolated *in* the classroom in such a manner that he / she cannot disturb other children at their work, but remains in sight of the teacher.
3. Informing Mrs Hamill (Vice Principal) of pupil's behaviour.

4. Implementation of the agreed consequences.
5. Initiation of Behaviour Sheet. If the child's behaviour is frequently unacceptable a personal Behaviour Sheet will be kept and if this stage of procedure is invoked it will be recorded by the teacher involved on the child's own sheet.

At this stage the parents / guardians will be made aware that the child's behaviour is becoming a matter of concern, of the nature of behaviour that is being displayed and of the fact that incidents concerning displays of unacceptable behaviour on the part of the child are being recorded. At KS1 this will be done verbally when the child is collected from school and at KS2, (or if necessary for KS1 parents who do not collect children), a telephone conversation by the class teacher.

6. For repeated bad behaviour or displays of behaviour which are considered serious and/or dangerous the child and his/her Behaviour Sheet will be referred to the Principal. The incidents that have occurred and the action taken will be recorded by Mr Mallon and he will decide if a parental interview needs to be held. At these meetings, a record should be kept and signed by the parent and Mr Mallon / class teacher.

At this stage the teacher may decide to initiate a Record of Concern for behaviour and may eventually need to place the child on the Code of Practice for Social, Emotional and Behavioural Difficulties[SEBD] - A category of Special Educational Needs in the 1998 – 2005 Code of Practice

7. Mrs Girvan (SENCO) and Mrs Hamill (DT) will investigate and look for reasons for a child to persistently display unacceptable behaviour. Where a child's home background is deemed to be a major factor for the child's behaviour, other agencies will be informed and advice taken: eg. NSPCC Family Support Service; Behavioural Support team; Educational Psychologist etc.

Suspension of Pupils

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child

from school. The relevant Internet address is:

www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

- Only the Principal (or the acting Principal) has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Principal excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Principal informs the EA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Principal.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the EA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

PROCEDURES FOR CONCERNS

I have a concern about the behaviour of my child or the behaviour

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management of my child

I can talk to the classroom teacher and or Mrs Hamill Vice Principal

If I am still concerned, I can talk to Mr Mallon Principal

If I am still concerned, I can write to Mr Fergal Lennon, Chairperson of the Board of Governors

LINKS WITH OTHER POLICIES

This policy is integral to all school policies.

It has key links with policies such as Special Educational Needs, Child Protection, Anti- Bullying, Health and Safety and a number of Curriculum Policies.

Development, Monitoring, Review and Evaluation of this Policy, including future developments.

- The Principal monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour. (Appendix 2)
- The class teacher records minor classroom incidents. The Principal records those incidents where a child is sent to him/her on account of bad behaviour. (Appendix 1)
- Lunchtime Supervisors will verbally relay any incidents that occur at break or lunchtimes to the class teacher, which will be recorded if necessary (Appendix 2)
- The Principal keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will review and make changes to our positive behaviour policy, encouraging innovation and flexibility in interacting with pupils. This policy will be regularly monitored and reviewed as a necessary part of the ongoing audit of practice within the school.



St. Anthony's P.S. Behavioural Report

Appendix 1



Positive Behaviour Policy

Name:

Class:

Date put on Report:

Report No:

Day and Date	Comments on Behaviour	Class Teacher	Parent's Signature and Comment

Principal's Signature:

Date:

Taken Off Report: Yes / No

Parent:

Please sign and return this report to the class teacher on the next school day.



Incident Record Log

Appendix 2



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Child's Name

Date of Birth:

Date of Incident:

Time of Incident:

Name of witnesses/adults present:

Place incident occurred:

Description of incident:

How staff handled the incident:

Condition of child following the incident:

Parent contacted?

Yes

☐

No

☐

Time:

Name of parent contacted:

How parent was contacted:

Call

☐

Gate

☐☐

Other comments:

Minor Incident Report Record

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Class Teacher: _____

Name(s) of Pupil(s) Involved :	Date:	Description of Incident and Action taken



Positive Behaviour Policy COVID-19 Addendum:

December 2021

COVID-19: Addendum to Positive Behaviour Policy

The principles as set out in St. Anthony's Primary School's Positive Behaviour Policy remain and should continue to be followed. This addendum is not intended to be used as a stand-alone document and therefore should be read in conjunction with the existing policy. It sets out the expectations of St. Anthony's Primary School's in response to the COVID-19 guidance and the need for the whole school community to adjust to this guidance upon return to school. The new guidance will describe how the school community will be supported to adhere to the new procedures and routines outlined in the addendum.

This addendum follows the guidance provided by the Department of Education for Northern Ireland:

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

The return to school will see some significant changes to the structure of the school day, daily routines and social and behavioural norms. There is an awareness that COVID-19 has potentially impacted significantly on the mental health and wellbeing of staff, pupils and their family members due to the experiences that they may have had during the lockdown period.

To ensure that our school continues to be a calm, nurturing and supportive learning environment, it is essential that new routines and expectations are established for the safety of the whole school community.

Addendum Guiding Principles - A Trauma Informed Approach

Clear communication will support and build their confidence and re-establish a sense of familiarity

- Appropriate and effective measures are in place for communicating and involving pupils regarding their expected behaviour upon returning to school. These will include online materials, social stories and other means. Communication will be tailored to be age-appropriate and take account of pupils with special educational needs and/or disabilities.

Expectations for behaviour will be clear - We will teach pupils that they have a responsibility to keep themselves and others safe, physically and emotionally. We will apply our expectations consistently and fairly so that pupils know the consequences of their behaviours and support will be provided to ensure all pupils are able to meet these expectations.

Routines and behaviours will be taught - Routines and expectations for behaviour will be taught and modelled by all. Our aim is to support the school community in a trauma informed way, therefore **first and foremost behaviour will be seen as communication**. Behaviour that challenges is not seen as a choice, but as communication of an unmet need. The school community will strive to understand the function behind the behaviour and offer support.

Supporting emotional health and wellbeing - We will seek to reconnect and rebuild relationships and focus on the emotional health and wellbeing of the school community by promoting connection and communication,

predictability and providing opportunities for movement before focussing on the academic curriculum.

Mutually respectful relationships are key - Relationships, showing empathy and feeling safe will continue to be prioritised.

Parents/guardians will be kept fully informed - We will continue to nurture close relationships and ensure that appropriate and effective measures are in place for communicating the new system in place around the behavioural changes expected upon return to school. The school will encourage parents/guardians to share concerns and we will respond.

A proactive and supportive approach will be taken - we will look at patterns of behaviour and anticipate risks, we will continue to update/implement Risk Reduction Action Plans as required, to support pupils.

Behaviour for Learning

We will celebrate the resilience of pupils in how they deal with the demands of Education Restart. It is important to continue to praise and reward the expected behaviour within school.

There are occasions when behaviours which are neither safe nor conducive to learning occur. In order to promote positive behaviour, the school community will seek to reduce tension and anxiety by actively promoting de-escalation strategies.

To support pupils' reintegration a range of supports will be implemented consistently across the whole school, proportionately and fairly.

With this in mind, St. Anthony's have a number of programmes in place to promote the self-confidence of our pupils, to develop their self-esteem and resilience.

- **Paws B:** This is a mindfulness programme which is delivered to every class from P.4-P.7. At its most basic level, mindfulness helps train your attention to be more aware of what is actually happening, rather than worrying about what *has* happened or might happen.
- **Nurture in 5:** With the opening of our Nurture class in May 2021, all staff have received training in the concept of developing a nurturing classroom. More training is planned for staff in 2022.
- **Relax Kids:** Relax Kids supports children's mental and emotional health and wellbeing with a range of tools and techniques to help calm their body and mind and build confidence and self-esteem. The programme use a pioneering 7-step whole-brain holistic approach and fun, magical and creative techniques to help your children feel happier

and healthier. This programme has been funded through the Neighbourhood Renewal Programme.

- **BeMe:** This is an after schools programme which is also funded by the Neighbourhood Renewal Programme. The aim of this programme is to develop the self-confidence and self-esteem of pupils, helping them too develop their resilience and techniques such as Yoga to help them to regulate their emotions.
- Supporting pupils to assess their learning progress, gaps and requirements as a result of school closures and blended learning
- offering time to reflect and plan for better choices.

New Procedures and Routines

In line with the New School Day Guidance we in St. Anthony's Primary School are implementing the following practices:

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

- social distancing as far as is possible and practical
 - classes are organised in bubbles
- pupils and staff move around the school using a one-way systems.
 - staggered break times and lunch times.
- hygiene rules and routines are promoted specific to handwashing and sanitising, sneezing/coughing, use and disposal of tissues ('catch it, bin it, kill it'), avoiding touching your mouth/nose/eyes with your hands, what to do if you develop symptoms of coronavirus.
- allocated toilet slots for each bubble.
- items which are brought to school are for personal use and children are encouraged not share these.
- no spitting at or towards another person
- encouragement of 'cough in your arm it does no harm, cough in the air it goes everywhere'
- age appropriate rules for pupil conduct during remote learning are shared

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- signs/posters/visual prompts are displayed throughout the school as reminders of the new safety measures
- worry/suggestion boxes and our school council are used to ensure concerns can be heard and responded to
- arrangements are in place for pupils who are 'clinically vulnerable' and learning from home
- provisions are made for pupils who understand the expectations of our Positive Behaviour Policy but struggle to follow/adhere
- pupils who require additional support to follow these expectations will be supported through our Code of Practice and Special Educational Needs Policy and reasonable adjustments made

Emotional Health and Wellbeing

A whole-school approach will be taken to promote emotional health and wellbeing and will involve all members of the school community actively working together in partnership to achieve this outcome through delivery of the curriculum by:

- creating environments where pupils and staff feel safe and happy;
- providing opportunities for pupils to build self-esteem, develop confidence and cope with change;
- supporting the development of emotional literacy and resilience to help pupils understand and find ways to promote their own health and wellbeing;
- lesson planning;
- talks/discussions;
- promoting small group work, 1:1, peer-mentoring, team building; •
- providing wellbeing through providing therapeutic support;
- raising awareness of how and where support can be accessed •
- developing supportive networks and promoting self-care.

Support: Reasonable Adjustments

At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

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- Social, Behavioural, Emotional and Well-Being Needs (SBEW) and/or;
- Special Educational Needs and Disabilities (SEND)

School staff will be supported by the Special Educational Needs Coordinator (SENCO) to implement the school's Special Educational Needs Policy and be guided by existing/new Individual Education Plans/Education, Health and Care Plans.

Reasonable adjustments may include, but are not limited to:

- preparing pupils for new routines, eg a visit to the school, visuals, etc.
- identification of a key member of staff to act as point of contact who will provide support when needed
- additional support at break and lunch time
- adapted resources
- liaising with EA Support Services, e.g. Autism Advisory and Intervention Service, Psychology Service, Primary/Post-Primary Behaviour Support & Provisions
- liaising with external agencies as appropriate e.g. Child and Adolescent Mental Health Service, Social Services, Health and Social Care Trust, Family Support Hub.

Responding to ongoing concerns together with the pupil:

- review, amend and implement support strategies and, through consultation with school staff and parent/guardian, agree a plan which is in line with Special Needs Code of Practice and the school's Special Educational Needs Policy
- if appropriate, complete a Risk Assessment and develop a Risk Reduction Action Plan (RRAP).
- address serious health-related issues of non-adherence to COVID-19 measures, such as coughing and spitting at others through the implementation of a RRAP

Suspension and Expulsion:

When appropriate support has been implemented, monitored and reviewed but a pupil's SBEW continues to cause significant risk to self or others in the school community, a short period of suspension may be considered to allow

time for a Risk Assessment and the development of an appropriate RRAP. As part of a planned return to school following a suspension, parents/guardians will be requested to attend a meeting with the Principal (or their representative) to agree the implementation of the RRAP. If, when all appropriate supports and guidance have been implemented and reviewed, a pupil continues to be unable to follow the safety rules, the Principal may, consider alternative arrangements to formally suspend a pupil for a fixed period or, as a last resort, move towards expulsion proceedings

<https://www.education-ni.gov.uk/articles/suspensions-and-expulsions>

Note, suspension should therefore be considered only after:

2.1 a period of indiscipline

The school must maintain a written record of events and of the interventions of teachers, contacts with parent / guardian and any requests for external support from the EA's Education Welfare Service, Educational Psychology Service or other applicable EA services; and / or

2.2 a serious incident of indiscipline

The school must have investigated and documented the incident. The investigation should include an opportunity for the pupil to be interviewed and for his or her version of events to be given before any decision to suspend is made. Consideration should be given to the necessity of a parent / guardian being present at an interview particularly if the child is of primary school age.

Extract from Approved EA Scheme:

<https://www.eani.org.uk/publications/school-document/2015-0513-approved-ea-scheme-for-the-suspension-and-expulsion-of>

NB. There is a statutory requirement for schools to arrange for the provision of suitable education for registered pupils of the school when they are suspended, regardless of the length of suspension or reason for the sanction.

<https://www.education-ni.gov.uk/publications/circular-201125-education-suspended-pupils>

Safe handling: Use of Physical Intervention

In the present COVID-19 circumstances while it is unlikely that school staff would choose to use physical intervention, there may be times when physical intervention is deemed necessary as per Article 4 of the Education (Northern Ireland) Order 1998, enabling a member of staff to prevent a pupil from: a. committing an offence; b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the

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school or among any of its pupils, whether during a teaching session or otherwise. See the Regional Policy Framework on the Use of Reasonable Force/Safe Handling:

<https://www.education-ni.gov.uk/publications/regional-policy-framework-use-reasonable-forcesafehandling>

St. John The Baptist Primary School will be guided by the above principles during COVID-19 circumstances and acting in line with the school's Reasonable Force/Safe Handling Policy, staff will:

- be aware of possible risk of infection if they physically intervene, contrasted with the risk of not intervening
- act in accordance with Public Health and Government guidelines on COVID-19
- focus on early intervention as a preventative measure alongside de-escalation strategies and reducing 'triggers' to manage risk
- only use physical intervention as **a last resort**, ensuring that their actions are reasonable and proportionate and in the best interests of the pupil
- continue to explore alternatives that maximise safety and minimise harm when risky behaviours occur
- maintain accurate records of physical intervention according to the school's Reasonable Force/Safe Handling Policy
- act to maintain the care, welfare, safety and security of all members of the school community

New procedures and routines: Tracking and monitoring arrangements

Regularly collect data to review how effectively the new routines and procedures are being implemented and embedded, e.g. new entry and exit arrangements, RRAPs are working effectively, one-way systems are being used, maintenance of social bubbles.

Invite regular feedback from staff and pupils (School Council) to inform practice and guide adjustments to procedures and routines and make improvements as appropriate.

Useful links

Trauma information:

Positive Behaviour Policy

https://pureadmin.qub.ac.uk/ws/portalfiles/portal/168356931/ACEs_Report_A4_Feb_2019_Key_Messages.pdf

<https://beaconhouse.org.uk/resources/>

<https://www.safeguardingni.org/aces/publications-and-helpful-resources>

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Psychological%20wellbeing%20in%20the%20approach%20to%20a%20new%20school%20day%20%28DECP%20NI%29.pdf>

Legislation/DE Guidance:

<https://www.education-ni.gov.uk/landing-pages/education-restart>

<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>

Pastoral Care in Schools: Promoting Positive Behaviour

<https://www.education-ni.gov.uk/publications/pastoral-care-schools-promoting-positive-behaviour>

Towards a Model Policy in Schools on the Use of Reasonable Force

<https://www.education-ni.gov.uk/publications/towards-model-policy-schools-use-reasonable-force>

Pupil Voice:

<https://www.education-ni.gov.uk/publications/circular-201414-pupil-participation-0>

Special Educational Needs and Disability Act (Northern Ireland) 2016:

<http://www.legislation.gov.uk/ni/2016/8/contents>

New SEN Framework: Details legislative duty to seek and have regard to the view of the child when making decisions about them.

<https://www.education-ni.gov.uk/articles/review-special-educational-needs-and-inclusion>

‘Seeking the views of the child’ document, provided to SENCo at EA SEND Implementation Team training.

Well-being and Mental Health information:

<https://youngminds.org.uk/>

Positive Behaviour Policy

<https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/return-to-school-resources/>

<https://www.publichealth.hscni.net/publications/take-5-steps-wellbeing-english-and-11-translations>