

St Dallan's Primary School



Positive Behaviour Policy

November 2021

Vision Statement

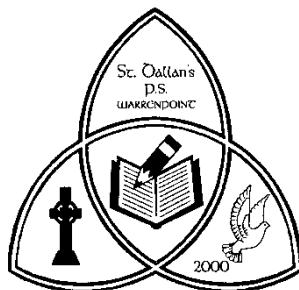
The vision of St Dallan's Primary School is one where each child and staff member feels valued, respected, and loved, where talents and abilities are nurtured to enable all to reach their potential in an inclusive environment committed to our shared Christian values.

Aims of the School

St Dallan's Primary School is a place where both staff and students work in the pursuit of all aspects of spiritual, educational, inclusiveness, and personal excellence.

To achieve this, we have the following aims:

1. To foster a love of learning where children will be stimulated, motivated, and challenged to become independent thinkers and learners.
2. To provide an ethos with pastoral care at the heart ensuring every child feels valued and respected in all that they do and achieve.
3. To develop an awareness in each child of their skills, talents, and abilities and to give children the confidence to try new things and pursue the many windows of opportunity available.
4. To develop a school community which respects the rights and beliefs of others and where good discipline, courtesy, and good manners are the very foundation of our relationship with others.
5. To provide a broad and balanced curriculum appropriate to the needs of each child, where high expectations are set, and children have the desire and determination to work to the best of their ability.
6. To establish effective relationships between school, home, and community utilizing the many skills and talents that exist to enrich the provision for all our pupils.



The aim of our 'Positive Behaviour Policy' is to provide a learning environment where every child sees themselves 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. The school behaviour code was created by the school council and selected following a whole school vote. The children create their own Class Charter annually, giving them ownership. 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.

Our Behaviour Code

In St Dallan's we always:

1. Do our best
2. Treat others kindly
3. Show respect and good manners
4. Act safely
5. Look after our school

Our behaviour code is displayed in key areas of the school to provide:

- A constant visual reminder
- A point of reference for contextualising instances of appropriate/inappropriate behaviour
- A consistent approach for the implementation of the code

The behaviour code permeates all the pastoral work undertaken by the community of St. Dallan's.



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)
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education (2006 Order) (COMMEMVEMENT NO.2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Special Educational Needs and Disability Act (2016)

GOOD PRACTICE

- Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils. DENI: Circular 1999/9
- 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)
- Good Practice Guidelines (ELBs Regional Operative date: 1st September 2009)
- The Resource File to support children with Special Educational Needs. (DE, 2010)
- ASPIRE to Build Capacity using the Resource File (DE, 2010)
- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017
- Inspection and Self Evaluation Framework 2017
- Let's Learn Together (Adoption UK)
- Putting Care into Education (DENI)

PRINCIPLES

The school's 'Positive Behaviour Policy':

- promotes the core values of the school, as expressed in our Mission Statement;
- promotes good behaviour, respect for oneself and others;
- takes account of the rights and responsibilities of pupils;
- is based on a whole school approach and will be widely disseminated among staff, pupils and parents, who, through the process of consultation, will have a clear understanding of what the policy aims to achieve;
- is dependent on a shared understanding of what all in the school community believe and agree is acceptable behaviour;
- is linked to the following school policies: Child Protection, Anti-Bullying, Pastoral care; RE, PDMU and SEN.

PURPOSES

The school's 'Promoting Positive Behaviour Policy' seeks to:

- promote and encourage acceptable behaviour by all pupils;
- create a physically and emotionally safe environment where positive relationships and social skills are emphasised and the positive ethos of the school is upheld and promoted by all in the school community;
- create an ordered and caring environment where teaching and learning can occur;
- develop within our pupils a sense of responsibility, promote their self-esteem, and foster self-discipline and respect for themselves and others;
- clarify for all staff the protocol and practice to be followed in dealing with unacceptable behaviour and promote consistency of approach among all staff in dealing with such behaviour;
- clarify our expectations with regard to the standards of behaviour and work ethic to which we, as a staff, aspire. This aims to ensure that all learners achieve success commensurate with their level of ability;
- develop positive attitudes among parents about what is acceptable behaviour, as per the school's Positive Behaviour Policy. And, encourage their active support and endorsement of the policy;
- define our expectations with regard to what constitutes appropriate behaviour and ensure that a clear distinction is made between unkind, unacceptable, behavioural mistakes and bullying behaviour.

PRACTICES

The school's 'Positive Behaviour Policy' embraces the need to:

- develop caring relationships among pupils, parents, teachers, and support staff;
- consult with all in the school community, accessing the widespread support of all in the school;
- provide regular training and updates for all staff;
- be monitored continuously for its effectiveness in the delivery of the principles, as set out above, and reviewed annually by the Pastoral Care Co-Ordinator in conjunction with the Principal and Board of Governors.

RIGHTS and RESPONSIBILITIES

'An orderly school is necessary for good learning and teaching'.

In St. Dallen's Primary School, we recognise the importance of everybody connected with our 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 are also aware of what is expected of them. For example, teachers, pupils, parents have expectations / rights, but they also have responsibilities.

DUTIES OF THE BOARD OF GOVERNORS

- To ensure that good behaviour and discipline policies are pursued at school
- To make and keep under review a written statement of general principles about pupil behaviour and discipline
- To consult with principal and parents before making a statement of general principles
- To consider guidance for DE, EA, and CCMS as appropriate

- To decide and set out what aspects of discipline/behaviour should be a matter for the Principal
- To safeguard and promote the welfare of all pupils
- To require that the prevention of bullying is specifically addressed
- To ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements

DUTIES OF THE PRINCIPAL

- Determine measures (rules and enforcement) which the school will take to:
 1. promote self-discipline and respect for authority amongst pupils;
 2. encourage good behaviour and respect for others;
 3. secure an acceptable standard of behaviour amongst pupils.
- Act in accordance with the Board of Governors statement of general principles and any guidance given by them;
- Prepare a written statement of these measures and give a copy free of charge to parents;
- Ensure a copy of the Positive Behaviour Policy is available from the office and website.

It is the Board of Governors and Principal's responsibility to ensure that policies are pursued to promote good behaviour and discipline among registered pupils. And, that this is extended to cover all pupils attending the school whether registered or not.

CONSULTATION AND PARTICIPATION PROCESS

Consultation involves all stakeholders of the school; parents, pupils, governors, and staff, both teaching and non-teaching. This takes the form of questionnaires, online surveys, and focus groups. All results are analysed and feedback is provided to all participants.

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, including completion of 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;
- treat school staff, teaching and non-teaching, with the respect they would expect to receive themselves.

To co-operate with parents and pupils, **St. Dallan's** will:

- be a warm, welcoming, and safe place;
- 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 benefit from school, **pupils** should:

- come to school each day and on time;
- come to school with all they need and with homework completed;
- 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' memo – DE, CCMS, and the Education Board)

STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

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

Rewards – The Positive Side of Discipline

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.

Our Rewards System aims to promote and encourage positive behaviour and therefore is meaningful to all pupils. Our rewards are verbal, non-verbal, and tangible. All rewards will be commensurate with the behaviour exhibited and provide the required incentive for repetition of the positive behaviour.

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/stamps/stickers on pupils work to reflect the school's approach to marking (Marking for Improvement Policy);
- a public word of praise in front of a group, a class or the whole school (Assembly – 'Star of the Week');
- use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes;
- class teacher's incentives, e.g. Star Charts/Special Person/Pupil of the Day/Golden Time;
- a visit to Principal or Vice-Principal for commendation;
- a written or verbal comment to parents informing them specifically of some action or achievement deserving praise;
- team/individual points;
- team/individual awards - homework credits;
- private praise

- line up for a Star competition;
- pupil of the Week;
- lunchtime Golden Table;
- behaviour mentioned in annual report to parents;
- P7 monitors and buddies.

Ethos

We know that children tend to struggle with the academic, social, and emotional demands of school, and that they do much better in some schools than others. This is because children experiencing trauma require a particular focus to help them do well. We implement the following key principles:

- We provide outstanding pastoral care system that permeates all aspects of school life making all children and their families feel welcome. We collaborate with relevant outside agencies to achieve the best possible outcomes for all pupils while remaining flexible enough to recognise and commit to meeting the needs of individuals.
- It takes time to build supportive relationships around the child.
- We understand the importance of quality relationships within the school and a strong relationship exists between staff and parents.
- We have created a safe and nurturing environment where children are allowed to make mistakes, and where mistakes are seen as opportunities for staff to help pupils' learn in a positive way. Staff are encouraged to view difficult behaviour as a child's immature attempts to resolve underlying anxiety, sadness, shame, or stress.
- We listen to the voice of all children and ensure that interactions with all pupils are dignified and positive in terms of language, voice tone, and body language.
- We promote the attitude that difference is welcomed. Give the child the message through words and actions that they are a valued member of the school community.

The Classroom and School Environment

We know children need to feel calm and safe to learn, yet school environments can at times, be so stimulating that traumatised children may shift constantly between alert and alarm. Children's behaviour may be affected by this, and they may run off, hide, or switch off when frightened or over stimulated. Staff are aware that if children affected by trauma are to learn and progress, they need time to self-regulate. The provision of a comfortable, sensory 'Safe Space' in each class provides each child with the ability to do this. Frequent movement breaks, such as our daily 'Walk-A-Mile' initiative and use of classroom-based 'OT Top-Ups' at transition points between lessons, are also incorporated throughout the school day to aid concentration, leaving children ready to learn.

Further newly developed spaces within the school building, including our sensory 'Lavender Room' and adjoining 'Sensory Trail' provide all pupils with regular opportunities to regulate their senses and emotions. Our 'Sensory Trail' provides a series of experiences along a specified route that are designed to engage the different senses and collectively immerse the children in a multi-sensory journey. The 'Lavender Room' is a specially designed therapeutic space containing a variety of equipment. This provides children experiencing a range of emotional and special needs, personalised sensory input opportunities. This helps these children to remain calm and focused which allows them to be better prepared for learning and interacting with others. The provision of an on-site qualified counsellor/therapist through the 'Healthy Happy Minds' programme provides children, experiencing a wide range of social

and emotional difficulties, with the expert support they require. This will help them manage and overcome these barriers to learning.

Behaviour in the Classroom

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. In order to achieve this goal, the following strategies will be implemented:

- Encourage genuine involvement of all pupils in classroom activity by recognising their different abilities. Matching tasks to those abilities, so that pupils regularly achieve success.
- Recognise and encourage children's individuality and the importance of self – esteem.
- Attempt to make lessons enjoyable and challenging with a multi-sensory approach which is sufficiently flexible to encourage children's contributions.
- Use positive rather than negative language to communicate expectations and feed back to pupils.
- Give regular praise and encouragement to pupils, particularly to disruptive pupils, as soon as acceptable behaviour is observed.
- Involve pupils in the establishment of a number of 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.
- Use PATHS, PDMU, FAME, Well-Being groups, Circle time, Safe Spaces to enhance pupils' self-esteem. Provide opportunities for pupils to voice their feelings and develop skills to manage their feelings, become self-aware and take responsibility for their own behaviour.
- Observe pupils with behavioural issues being good and praise them in the presence of others.
- Incorporate personal and social education programmes which promote pupils' consideration and respect for others, enhance self-respect, confidence, and self-esteem. And, through suitably challenging approaches, provide opportunities for them to develop their assertiveness and self-protection skills.
- Invite outside agencies in to deliver Anti-Bullying workshops for pupils.
- Use early intervention programmes, including suitable incentives to encourage good behaviour.
- Provide appropriate staff development and effective links with relevant external support agencies.
- Engage positively with parents and encourage their support in promoting good behaviour in school.

We, as a staff, believe it is essential that all children receive positive encouragement and are given the opportunity to enjoy the positive rewards listed above. The success of pupils, whether in work or behaviour, should be measured against their previous performances rather than against that of other pupils in their class.

TEACHERS' STRATEGIES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

We are continuing our work on ensuring that school is a place where children can learn and be happy, a place where positive behaviour is promoted. In all classes teachers reward good manners, good behaviour, hard work, and respect with their own star boards.

Although we endeavour that all children use their best behaviour at all times, this is not always the case, and there will be times when we need to have sanctions in place due to inappropriate behaviour.

SANCTIONS

Consequences or sanctions are, occasionally, necessary to uphold the rules and procedures outlined above, to focus the child's thinking and to demonstrate to other pupils that certain behaviour is unacceptable. Appropriate sanctions will be applied in accordance with the nature of the offence, the age of the pupil, and any emerging pattern of behaviour displayed by the pupil. It is important to note that a one-off lapse in good behaviour will not incur the same sanctions as continuous, persistent, unacceptable behaviour.

We, the staff of St Dallan's, have collaboratively agreed with our parents upon the following staged approach to dealing with inappropriate behaviour in the classroom. In most circumstances these stages will be followed:

Sanctions for Inappropriate Behaviour

1. The child will be spoken to by their teacher and a warning given.
2. The child will have minutes deducted from 'Golden Time' and a 2nd warning given.
3. On 3rd warning, the child will receive a note explaining their behaviour to parents/guardians. The note must be signed and returned to the class teacher.
4. When on detention/time out, a child will receive a note informing parents/guardians of this - the note must be signed and returned to the class teacher.
5. When a child is on 'Timeout' 3 times, parents/guardians will be asked to attend a meeting with the class teacher to discuss behaviour and the way forward.
6. If child is on 5 or more 'Timeouts,' parents/guardians will be asked to attend a meeting with Mrs McDonald.
7. If inappropriate behaviour persists, parents/guardians will be asked to attend a meeting with Mrs Farrell.

* The term 'detention' is not used. All staff refer to detention as 'Time Out.' This means a child will miss their break/lunch time play and participate in an activity with a senior teacher or the teacher on detention duty relating to the inappropriate behaviour.

* 'Timeout' may be adapted for some children as is appropriate to their needs, and with prior communication to their parents/guardians.

* Depending on the severity of the issue, the steps may be skipped at any stage and a straight 'Timeout' given. A note informing parents/guardians of this will be distributed.

*Any child whose behaviour is deemed as being 'unsafe' to themselves or other children may be excluded **for a time** from the canteen, PE, swimming, afterschool activities, school trips, school teams.

In exceptional/extreme circumstances when the school has exhausted all available avenues within their resources, the following procedures will be implemented:

1. With the parents' consent, the school may seek professional advice, e.g. Behaviour Support Team (BST), Pupil Personal Development Services, Social Services etc.
2. The school will use CCMS guidelines relating to the use of Reasonable Force and the CCMS 'Scheme for the Suspension and Expulsion of Pupils' to manage these extreme situations.

NON-TEACHING STAFF

At the start of each school year, every effort will be made to update non-teaching staff on school policy. If a member of the non-teaching staff is involved in dealing with a child who is acting inappropriately, then the following steps will be taken:

- The staff member will speak quietly to the child.
- A referral will be made to the class teacher (this will be done quietly to avoid the pupil being humiliated).
- The teacher will follow the staged approach where necessary.

NB* In all disciplinary actions, we believe that it is essential that the pupil understands fully that it is the behaviour which is not acceptable and not the pupil as a person.

Dealing with inappropriate behaviour with pupils who are on the Code of Practice

Within the context of the Special Educational Needs and Disability (N.I) Order 2005, all staff recognise that pupils with SEN, especially those related to SEBD, may need our procedures to be adapted to avoid discrimination/less favourable treatment being shown to them. These adaptations will be made as appropriate in individual situations.

In the event of a pupil being on the Code of Practice for behaviour management, e.g. SEBD, the school will use reasonable adjustments in keeping with the SENDO legislation to deal with such pupils. These pupils will have an Individual Behaviour Plan (IBP) and risk assessment. School staff work closely together. When external support is needed, school staff will work with appropriate outside agencies to support the care and welfare of pupils.

Using the stages of the SEN Code of Practice, individual needs are identified and met through interventions such as:

- IEP's (PLP)
- RA/RRAP
- Post-incident de-briefing and use of restorative practices

USE OF REASONABLE FORCE

In St Dallan's Primary School, we have a Reasonable Force Policy which was updated in 2022. Through this all staff have been made aware of:

- CCMS policy on the use of Reasonable Force
- Guidelines in the use of reasonable force provided by BST
- 'Tackling Violence Against Staff in School' (Teachers' Unions)
- Regional Policy Framework on the use of 'Reasonable Force/Safe Handling' (Joint ELB policy framework)
- Support which is available from external agencies

LINKS WITH OTHER POLICIES

In the development and implementation of this Positive Behaviour Policy, the Board of Governors has been mindful of related policies, including:

- Attendance Policy
- Safe Handling Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Policy
- E-safety Policy and Acceptable Use of Internet Policy

PROFESSIONAL DEVELOPMENT OF STAFF

We recognise the need for adequate training for staff, including teaching and non-teaching. We endeavour to;

- ensure that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions;
- ensure any impact or outcomes of training will be reflected in policies and procedures. For example: amendments made, inclusions added;
- ensure opportunities for safeguarding training are afforded to Governors and all staff both teaching and non-teaching;
- ensure that all CPD records will be kept and updated regularly;
- make internal arrangements for good practice to be identified and shared among staff.

MONITORING AND REVIEW OF POLICY

To appropriately monitor the effectiveness of the Positive Behaviour Policy the school will:

- take account of current needs and be reflected in practice;
- monitor and evaluate the school's approach to promoting good behaviour and discipline of pupils;
- ensure that data forms the basis of any reports to the Board of Governors on the effectiveness of the current Positive Behaviour Policy.

The policy will be reviewed at intervals of no more than four years. However, it will be reviewed following any incident which highlights the need for such a review. It will also be reviewed when directed by the Department of Education and in light of new guidance. This policy will be reviewed as required, in consultation with pupils and their parents/carers, on or before 2025.

COVID-19: Addendum to Positive Behaviour Policy

The principles as set out in St Dallan's Primary School 'Positive Behaviour Policy' remain and should continue to be followed. This addendum is not intended to be used as a stand-alone document; Therefore, it should be read in conjunction with the existing policy. It sets out the expectations of St Dallan's Primary School 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>

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; video tours, online materials, social stories, and induction days. 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, communication, predictability and by providing opportunities for movement before focussing on the academic curriculum. We will continue to run our FAME

(Friendships and Managing Emotions) programme and we have introduced our Wellbeing, Mindfulness and Health programme of which every child in the school will avail. The provision of an on-site qualified counsellor/therapist through the 'Healthy Happy Minds' initiative will also provide children experiencing trauma and emotional difficulties linked to Covid-19 experiences with the expert support they require.

Mutually respectful relationships are key - Relationships, showing empathy and feeling safe will continue to be prioritised through our Grow in Love religious programme and our PATHS (Promoting Alternative Thinking Strategies) programme.

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:

- *emotion coaching, i.e. talking with a pupil calmly about their feelings and behaviour and discussing strategies that could help; the goal is to empathise, reassure, and teach;*
- *supporting pupils to assess their learning progress, gaps, and requirements as a result of school closures and blended learning (Engage Programme);*
- *offering time to reflect and plan for better choices.*

New Procedures and Routines

<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>

- Each class will operate as a distinct bubble and there will be minimal interaction between bubbles.
- Pupils should try and wear a fresh uniform regularly.
- There are staggered arrival and dismissal times as well as allocated entrances and exit doors throughout the school.
- There is a one-way system for movement throughout the school and in the dining room.

- There are 2 break times and 3 lunch times with allocated yards for each year group.
- Hand sanitation stations are available at every entrance/exit point to the school. There is an organised system of hand washing.
- Pupils follow the `catch it, bin it, kill it` rule at all times.
- Children are not to be sent to school if they are sick.
- Pupils may not bring their own items into school, where possible they do not share items. Packed lunches should be in disposable packaging.
- There are clear rules about coughing or spitting at or towards another person.
- We have a pupil code of conduct during remote learning.
- Signs/posters/visual prompts are displayed throughout the school as reminders of the new safety measures.
- How concerns can be shared e.g. a worry box, message system, school council etc. to ensure concerns can be heard and responded to.
- Pupils who require additional support to follow the expectations and how support through the Code of Practice and Special Educational Needs Policy will be implemented and reasonable adjustments made.
- Parents are unable to enter the school building, but we maintain a close home-school link by telephone, email, texting, online platforms etc.

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 an environment 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:

- 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, this could include a visit to the school/video/visuals/leaflet 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). This should be drafted in consultation with staff, pupil, parent/guardian and supporting agencies to identify and target support to address the presenting SBEW;
- 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:

2.1a 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

2.2a 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 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 Dallan's Primary School will be guided by the above principles during COVID-19 circumstances and acting in line with the school's 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:

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/nia/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/>

<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>