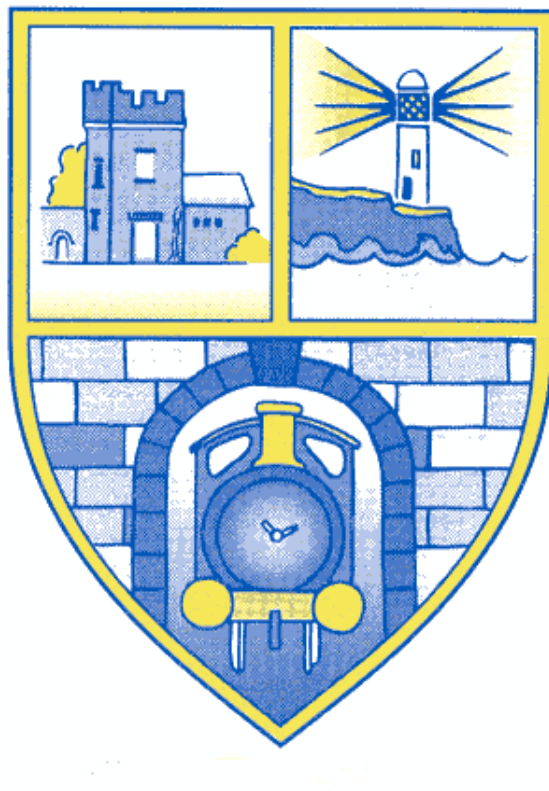


# Whitehead Primary School & Nursery Unit

**Valued, Inspired, Prepared**



## Positive Behaviour Policy

Last Review	G. Baird	November 2025
Next Review	G. Baird	November 2028

# Ethos, Vision & Mission

## Ethos

A nurturing, inclusive environment, where everyone is valued, inspired and prepared; in order to thrive and contribute to the world.

## Vision

Empowering everyone to SHINE

## Mission Statements

### Share

We will foster a culture of collaboration where everyone is encouraged to share ideas, time, resources and successes to build a strong, connected community.

### Help

To show kindness and empathy while supporting one another, offering help when it's needed and knowing that asking for help is a strength, not a weakness.

### Include

To welcome and respect everyone and, through our daily interactions, promote a sense of belonging, ensuring that every voice is heard and everyone is valued.

### Nurture

To provide a happy, safe and supportive environment, where every child is nurtured emotionally, socially and academically so that they can grow into confident, resilient learners.

### Excel

Through engaging high quality, meaningful learning opportunities and by setting high expectations, challenging each pupil at their level and providing constructive feedback, we will inspire every child to reach their full potential.

## Policy statement

In Whitehead Primary School we believe the foundation for our children's educational success is excellent behaviour. It is our belief that excellent behaviour will leave the space for innovative teaching, enabling all of our children to become successful learners. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. At Whitehead Primary School our core values demonstrate our aim of ensuring that **ALL OF OUR CHILDREN ACHIEVE THEIR FULL POTENTIAL AND PURSUE EXCELLENCE**. Our behaviour policy echoes our ethos and core values, emphasising a partnership approach that works with pupils and staff to understand behaviour and provide supportive, restorative interventions.

We come from a very strong starting point as shown in our 2018/19 parent survey, where 100% of respondents felt that their child is safe in school and 98% feel that there is a good standard of behaviour in our school.

## Mission Statement

The acronym SHINE was agreed (through class councils and our Pupil Voice school councillors) as best representing our mission and defining what 'good behaviour' is:

S	Share
H	Help
I	Include
N	Nurture
E	Excel

We are committed to teaching these excellent behaviours through a solid, authentic and relevant set of behaviour management strategies. Our children discuss at an age-appropriate level what each of these words mean to them. This forms the basis of a class contract within each of our classrooms, examples of which can be seen in the appendices. Class contracts are displayed in each classroom and are referred to in conversations around conduct. As a staff, we recognise the importance of modelling positive behaviours and relationships and also endeavour to SHINE. The statements below show the agreed definitions as created by our whole school community.

### **Share**

We will foster a culture of collaboration where everyone is encouraged to share ideas, time, resources and successes to build a strong, connected community.

### **Help**

To show kindness and empathy while supporting one another, offering help when it's needed and knowing that asking for help is a strength, not a weakness.

## **Include**

To welcome and respect everyone and, through our daily interactions, promote a sense of belonging, ensuring that every voice is heard and everyone is valued.

## **Nurture**

To provide a happy, safe and supportive environment, where every child is nurtured emotionally, socially and academically so that they can grow into confident, resilient learners.

## **Excel**

Through engaging high quality, meaningful learning opportunities and by setting high expectations, challenging each pupil at their level and providing constructive feedback, we will inspire every child to reach their full potential.

## **Aim of the policy**

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To ensure learners displaying positive behaviours and attitudes are rewarded and recognised.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To provide clear guidance for children, staff and parents in expected levels of behaviour.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure adults use consistent language and approaches to promote positive behaviour.
- To ensure all stakeholders (parents, pupils, staff and governors) are aware of their rights and responsibilities in promoting and maintaining positive behaviour.

## **Recognition / rewards for effort**

Although there are tiered rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. We believe that, 'It is not *what* you give but *the way* you give it that counts.' The use of praise by staff in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships between children and adults. We also recognise the importance of making praise public, when appropriate, and we celebrate those pupils who demonstrate our Core Values (SHINE) in the following ways.

At a whole school level, we use:

- Assemblies - pupils are celebrated for their efforts outside school where they represent us in clubs such as swimming or horse riding and through their actions in class.
- Shining Star certificates - pupils are chosen by their teacher on a weekly basis to receive a certificate as reward for their efforts.
- Social Media - we aim to share the successes of our pupils with a wider audience through our Facebook page.

- House points – pupils are rewarded for displaying our Core Values and contribute to a shared goal.

At a class level we use:

- Verbal feedback (from the teacher or peers)
- Stars, stickers and stampers
- Reward charts (for individual pupils)
- Homework passes
- Group/table points (eg. Class Dojo)
- Shining Star certificates
- Seesaw app to share achievements with parents
- Recognition Boards to acknowledge pupils who have gone ‘over and above’ our standards

Engagement with learning is always our primary aim. As a staff we adopt the philosophy of ‘Praise in Public’ and ‘Reprimand in Private’ (PIP/RIP). This approach ensures positive attention is directed at those who earn it and those who don’t cannot use up valuable teaching and learning time at the point of disruption. Staff pay cognisance to pupils with Individual Behaviour Plans.

### **Rights and Responsibilities**

Rights and responsibilities form an important part of our school ethos and are central to the way we teach and our pupils learn. We want to support children in becoming positive citizens and ensure children achieve because they feel included and valued within our school community. We want children at Whitehead Primary School to learn about their rights and feel empowered about their education. We also want children to understand that with their rights come responsibilities.

In order to ensure a whole school approach in promoting positive behaviour, we recognise the importance of the involvement of all stakeholders. Outlined below are the rights and responsibilities we believe our stakeholders should exercise in terms of promoting positive behaviour.

PUPILS	
Our pupils have a right to:	Our pupils have a responsibility to:
<ul style="list-style-type: none"> <li>▪ Be valued as members of the school community;</li> <li>▪ Get help from staff, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</li> <li>▪ Make mistakes, and learn from them;</li> <li>▪ Be treated fairly, consistently and with respect;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect the views, rights and property of others, and behave safely in and out of class;</li> <li>▪ Co-operate in class with the teacher and with their peers;</li> <li>▪ Conform to the conventions of good behaviour and adhere to our core values;</li> <li>▪ Accept ownership for their own behaviour and learning.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</li> <li>▪ Be taught in a pleasant, well- managed and safe environment;</li> <li>▪ Work and play within clearly defined and fairly administered parameters;</li> </ul>	
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PARENTS	
Our parents have a right to:	Our parents have a responsibility to:
<ul style="list-style-type: none"> <li>▪ A safe, well-managed and stimulating environment for their child’s education;</li> <li>▪ Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;</li> <li>▪ Be informed promptly if the school has concerns about their child;</li> <li>▪ Be well informed about their child’s progress and prospects;</li> <li>▪ Be well informed about our core values and procedures;</li> <li>▪ Be involved in key decisions about their child’s education;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be aware of our core values and procedures, and encourage their child to abide by them:</li> <li>▪ Act as positive role models for their child in their relationship with the school;</li> <li>▪ Attend planned meetings with teachers in relation to behaviour and/or academic progress;</li> <li>▪ Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns ; (ref. Appendix 5), or any significant change in their child’s medical needs or home circumstances.</li> </ul>
ALL STAFF	
Our staff have a right to:	Our staff have a responsibility to:
<ul style="list-style-type: none"> <li>▪ A clear and agreed policy for dealing with children’s’ behaviour;</li> <li>▪ Express their views and to contribute to such policies which they are required to reflect in their work;</li> <li>▪ Support and advice from colleagues and external bodies;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Behave in a professional manner at all times;</li> <li>▪ Listen to the pupils, value their contributions and respect their views;</li> <li>▪ Be sympathetic, approachable and alert to pupils in difficulty, be it academically/socially/emotionally etc.</li> <li>▪ Identify and seek to meet pupils’ special educational needs through the SEN Code of Practice;</li> <li>▪ Share with parents any concerns about a child’s progress, development or behaviour; (ref. Appendix 5)</li> <li>▪ Expect high standards and acknowledge effort, achievement and behaviour;</li> </ul>

GOVERNORS	
Our governors have a right to:	Our governors have a responsibility to:
<ul style="list-style-type: none"> <li>▪ Be informed on behavioural approaches and policies in place in school;</li> <li>▪ Contribute to the behaviour policy;</li> <li>▪ Be informed promptly of behavioural issues in school;</li> <li>▪ Be well informed about school rules and procedures;</li> <li>▪ Be involved in key decisions linked to the management of the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be aware of school rules and procedures;</li> <li>▪ Review school policies and procedures.</li> </ul>

### Behaviour Concerns

Behaviour concerns will be recorded using a Behaviour Concern Record (Appendix 5). This will be used when staff raise a concern with a parent, or when a parent contacts the teacher about a concern.

### Steps used to manage and modify undesirable behaviour

Learners are held responsible for their behaviour. As aforementioned, they will be reprimanded in private where possible and staff will follow agreed steps for dealing with poor conduct. Our approach serves to de-escalate inappropriate student behaviour and avoids low-level behaviours (defined in Appendix 1) escalating and becoming more serious. If students behave in a way that is not appropriate, staff will use this agreed consistent approach to support that student to get back on track without giving undue attention to the negative behaviour. Once a response has been delivered, staff will walk away and give students time to think and act positively. *The scripts noted below are for guidance purposes only.*

STEPPED BOUNDARIES
1. REDIRECTION
<p>I noticed you chose to ..... (noticed behaviour). This is a REMINDER that we need to adhere to our Core Values of SHINE. You now have the chance to make a better choice. Thank you for listening.</p> <p><i>Example - 'I notice that you're running in the corridor. Think about our Core Value of Nurture. Please walk so everyone can stay safe. Thank you for listening.'</i></p>

## 2. REMINDER

I noticed you chose to ..... (noticed behaviour) ..... again. This is a SECOND REMINDER that we need to adhere to our Core Values of SHINE. This is a reminder to make a better choice. Thank you for listening.

## 3. WARNING

I noticed you again chose to ..... (noticed behaviour). This is the third time I have spoken to you. You need to speak to me for two minutes (at the classroom door). Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening.

*Example - 'I have noticed you are not ready to do your work. One of our Core Values is to 'Excel' and you can't excel if you aren't ready to do your work. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'*

## 4. CALMING TIME

I noticed you chose to ignore my previous warnings about our Core Values. You have left me no choice and now you have to go to the quiet area / thinking mat / a specified area of the classroom / picnic bench (playground) **for a few minutes**. Do you remember when ..... (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening.

Calming time may be used at any point during the school day.

If a child persistently reaches Step 4 through 'Low Level Behaviour' (see Appendix 1), staff will reference it and re-assure the rest of the group that it will be dealt with through a follow up meeting.

## 5. FOLLOW UP MEETING

As a staff, we feel strongly that our pupils should be treated with respect. We use the follow-up meeting to engage with pupils about the behaviours which repeatedly led to Step 4, their impact on all parties and how we can move forward. Teachers may use the following questions;

What happened? (neutral, dispassionate language)

What were you feeling at the time?

What have you felt since?

How did this make people feel?

Who has been affected?

What should we do to put things right?

How can we do things differently?

The follow-up meeting may take place just outside the classroom door.

When students have been given the support and opportunities to make the right choices and reflect on the impact of their behaviour but do not modify their behaviour, **the class teacher will contact the parent / carer** to discuss the behaviour to date. Means of further promoting positive behaviour will be discussed (eg. personal reward chart) and **given time to be impactful**. Behaviour that requires a follow up meeting **may** be recorded by staff on a Behaviour Concern Record (Appendix 5) for future reference. It is hoped that through existing strong links and maintaining close contact with our parents that the child's behaviour will improve. Should the behaviour continue or escalate further to 'Medium Level Behaviour' (see Appendix 1), the class teacher will follow the agreed steps as outlined below. Internal Referrals will mainly be used for Medium & High-Level behaviours.

#### 6. INTERNAL REFERRAL

You have been given lots of chances to make better choices about your behaviour, but you haven't taken them. Because your choices don't follow our Core Values, I have no option but to take you to ..... (Senior Teacher / Vice-Principal). I know that you can make good choices when you think carefully.

Pupils will be given the opportunity at this point (Step 6), where appropriate, to complete a Behaviour Reflection sheet (Appendices 2 & 3) which will encourage thoughtful reflection on their choices/actions and the impact of these on themselves and others. This can be completed with Senior Teacher / Vice-Principal at an appropriate time, where possible not resulting in the child losing valuable learning time. On completion, the pupil's teacher will revert to Step 5 and review the incident with the pupil. The class teacher will contact the child's parents to discuss the Internal Referral and details included on a Behaviour Concern Record (Appendix 5) following which a meeting may be held with the teacher if deemed necessary. We recognise that it's the certainty that this follow up will take place that is important. As a staff, we deal with behaviour without delegating.

#### 7. FORMAL MEETING

Your behaviour is serious and does not follow our Core Values. I have no option but to take you to ..... (Principal\*) who will speak with you about your behaviour.

Where a **second** Internal Referral occurs, the Senior Teacher / Vice-Principal may deem it appropriate that the pupil has a Formal Meeting with the principal at break / lunch time. A Behaviour Reflection sheet can be completed as part of the Formal Meeting if necessary. The principal will contact the child's parents to discuss the Internal Referral and details included on a Behaviour Concern Record and plan an appropriate intervention such as a weekly record of

behaviour signed by the class teacher and principal. If necessary, for the safety of the child or other pupils, the principal\* may decide that subsequent break / lunch times should be missed while the behaviour is reflected upon or reparation / mediation work is undergone.

In the event of seriously disruptive or high-level behaviours (outlined overleaf), it may be appropriate to skip Steps 1-6 and go straight to Step 7, the Formal Meeting.

At this point, it has been decided by a member of staff that the intervention of the principal\* is urgently required. The displayed behaviour will be recorded on (Appendix 5) and parents will be invited to attend a meeting to discuss it. The pupil's behaviour will be closely monitored for an agreed period of time. In the most extreme cases, a Risk Assessment / Safety Plan may be required or the school, with the approval of the Board of Governors, may suspend a pupil in accordance with the EA and Department of Education policies. We regard suspension as a very serious sanction which will normally only be used when other available strategies have failed to modify behaviour. The school reserves the right in exceptional circumstances and in accordance with policy, to suspend a child immediately from school.

\*In the absence of the principal, the Vice Principal / Senior Teacher will deputise.

## **APPENDIX 1**

At Whitehead Primary School we agree that the following are examples of the different levels of negative behaviours. This is not an exhaustive list and as a school we reserve the right to categorise a given behaviour and act accordingly, taking into account a range of factors including individual pupils needs, current home life etc.

### **Low Level Behaviours:**

- Fidgeting / inattentive
- Distracting others
- Shouting out in class
- Withdrawing from the group
- Dismissive / refusing to speak
- Refusal to cooperate
- Negative responses
- Adopting defensive postures
- Leaving seat inappropriately
- Lack of effort during work
- Low level destruction
- Pushing others
- Homework not completed

**Dealt with by class teacher / classroom assistant  
/ playground supervisor**

**Steps 1-5**

### **Medium Level Behaviours:**

- Increase in frequency of above behaviours
- Abusive / belligerent
- Making personal / offensive remarks
- Adopting aggressive postures
- Challenges eg. 'I will not...you can't make me...'
- Shouting / screaming / swearing
- Damaging property / theft

**Class teacher / classroom assistant / playground  
supervisor supported by Vice-Principal / Senior  
Teacher**

**Step 6**

### **High Level Behaviours – Stage 6 'Internal Referral'**


- Increase in frequency of above behaviours
- Placing yourself or others in danger
- Threatening behaviour towards others
- Self-harming
- Purposely physically hurting others
- Aggression towards others
- Bullying


**Such behaviours are escalated straight  
to Step 7 (Principal)**


NAME		DATE		CLASS	
------	--	------	--	-------	--


WHAT HAPPENED?


HOW DID YOU FEEL?



  
bored / impatient



  
silly / giddy



  
angry



  
frustrated



  
sad



  
confused



  
troubled / a lot on my mind



  
embarrassed



  
guilty



  
tired



  
anxious


  
stressed


  
jealous


  
hungry


  
scared


  
other

Tell me more...

WHO ELSE WAS INVOLVED? WHO WAS AFFECTED BY YOUR POOR BEHAVIOUR?

HOW DO YOU THINK THEY WERE FEELING?

WHAT CORE VALUES DO WE HAVE IN SCHOOL?			
WHICH OF THESE CORE VALUES DID YOU NOT FOLLOW?			
WHY DID YOU DECIDE TO MAKE POOR CHOICES ABOUT YOUR BEHAVIOUR?			
WHAT HAVE YOU LEARNED AND WHAT WILL YOU DO DIFFERENTLY NEXT TIME? HOW CAN YOUR REPAIR THE DAMAGE?			
SIGNED (PUPIL)		SIGNED (SENIOR TEACHER)	
SIGNED (REFERRING TEACHER)			

## 1) What happened? (Circle all the correct pictures)



wasn't following instructions



talking



wasn't on task



was disrespectful/silly



had a negative attitude



distracted others



wasn't ready/late



made a mess



was dangerous



bullying



was aggressive



was violent



damaged property



persistent negative



was inappropriate



other

## Want to tell us more?

## 2. Why did it happen?

### How were you feeling? (Circle the correct feelings)



bored / impatient



silly / giddy



angry



frustrated



sad



confused



troubled / a lot on my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

## What did you need/want? (Circle the correct needs)



fun / humour  
entertainment/  
friendship



more to do/ a  
challenge



freedom / choice



to be listened to  
and understood



respect



justice/ fairness/  
equality



help/ support



consistency/  
stability



self-expression



physical wellbeing  
food/water/  
safety



cooperation/  
consideration



rest/ sleep/  
a break / space



peace / quiet /  
focus



ease / harmony /  
comfort



order / control



other

3. Is there anything else you could have done to meet your needs?

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4. What do you think other people might have needed (teachers/class etc...)

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 fun / humour entertainment/ friendship	 more to do/ a challenge	 freedom / choice	 to be listened to and understood	 respect	 justice/ fairness/ equality	 help/ support	 consistency/ stability
 self-expression	 physical wellbeing food/water/ safety	 cooperation/ consideration	 rest/ sleep/ a break / space	 peace / quiet / focus	 ease / harmony / comfort	 order / control	 other

5. How might they have been feeling after what happened?

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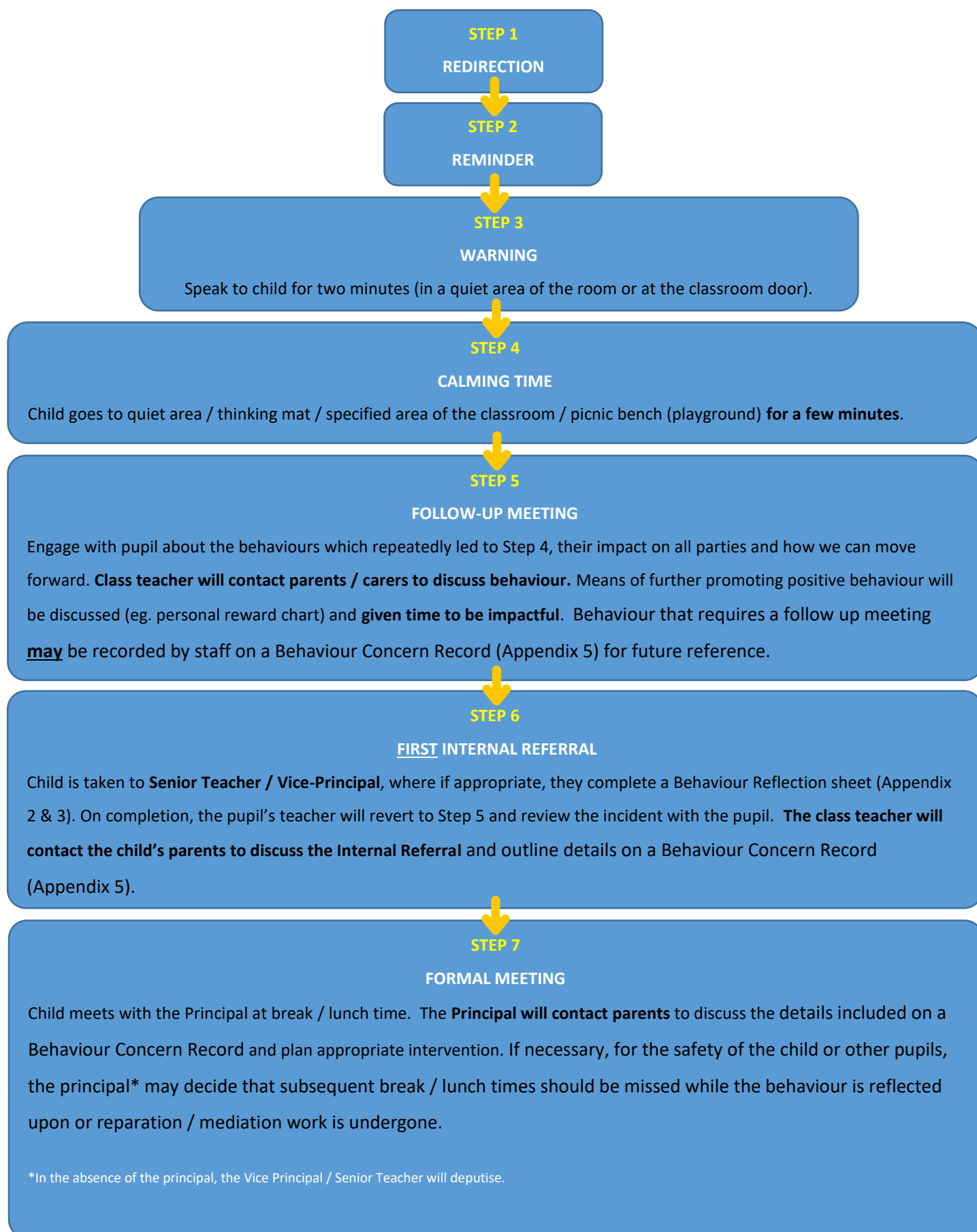
 bored / impatient	 silly / giddy	 angry	 frustrated	 sad	 confused	 troubled / a lot on my mind	 embarrassed
 guilty	 tired	 anxious	 stressed	 jealous	 hungry	 scared	 other

5. What have you learnt?

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## STEPPED BOUNDARIES – AIDE MEMOIRE FOR STAFF

## APPENDIX 4



## BEHAVIOUR CONCERN RECORD

DATE OF INCIDENT / CONCERN		RAISED BY		PUPIL/S INVOLVED	
OUTLINE OF INCIDENT / BEHAVIOURS					
<p><i>INFORMATION GATHERED (from whom)</i></p>					
COMPLETED BY				DATE	
SIGNED					

*This document should be safely stored in the Pastoral Folder and discussed at Transition Meetings.*

**Positive Behaviour Policy COVID-  
19 Addendum:  
Guidance and Addendum  
Template for use by all school  
settings**

**August 2020**

## Section B:

### COVID-19: Addendum to Positive Behaviour Policy

*This Addendum refers specifically to COVID-19 arrangements and provides a template for guidance only. Schools are expected to ensure that they keep this Addendum updated in line with current government and Department of Education guidance.*

*Schools are encouraged to personalise this template with their own school name/logo and amend to outline their bespoke arrangements, procedures and routines.*

The principles as set out in Whitehead 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 and therefore should be read in conjunction with the existing policy. It sets out the expectations of Whitehead 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>

<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, video tours, 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:

- *emotion coaching, i.e. talking with pupils calmly about their feelings and behaviour and discussing strategies that could help, 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;*
- *offering time to reflect and plan for better choices*
- *building in time to reflect on Lockdown, online learning and home life*

## New Procedures and Routines

*As a school, we felt the need to make changes with regard to:*

- *social distancing*
- *space utilisation; who pupils can socialise with at school, organisation of bubbles, moving around the school e.g. one-way systems, designated zones, queuing and out of bounds areas etc.*
- *altered routines for arrival, departure, break times, lunch times etc.*
- *sensitive explanation of new rules and routines to promote reassurance and safety for all regarding hygiene, i.e. use of toilets, handwashing and sanitising, expectations regarding 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*
- *rules about bringing items to school, sharing equipment or other items including drinking bottles*
- *clear rules about coughing or spitting at or towards another person*
- *clear rules for pupil conduct during remote learning*
- *signs/posters/visual prompts 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*

- *arrangements for pupils who are ‘clinically vulnerable’ and learning from home*
- *pupils who understand the expectations but struggle to follow/adhere to them and how the school’s current Positive Behaviour Policy will be implemented*
- *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*

Details of all the above changes have been shared with parents and pupils and can be found in the Staff Handbook (August 2020).

<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>

## 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 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;*

## 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>

*Whitehead 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 Use of Reasonable Force 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 review through staff briefings 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 etc.

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://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>