HOLYWOOD   PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

OUR ETHOS

Holywood Primary School is committed to inspiring the whole school community in the active pursuit of learning.
We encourage a family atmosphere, where children are truly valued and the achievements and contributions of the entire school are recognised and celebrated.

'Everyone matters, everyone succeeds,
every day counts.'

OUR VISION

Holywood Primary School promotes the values of respect, perseverance, teamwork, self-discipline, compassion, self-belief, honesty and responsibility.

OUR MISSION STATEMENT

Holywood Primary School is committed to:
Motivating pupils to achieve their full potential by developing life skills and independence through progressive and caring teaching;

Developing a safe and warm environment where all children are treated as individuals, their contributions celebrated and the pursuit of excellence is encouraged;

Nurturing enthusiastic, empowered and responsible children who will develop as lifelong learners, who care about their education, their families, their local community, their world and each other.

1. **Introduction:**

At Holywood Primary School we are fortunate that the majority of our children are extremely well behaved at all times and parents actively encourage positive behaviour at home. Our policy reflects these attitudes and seeks to reinforce those positive elements. We believe that a clear policy understood and accepted by all, helps to continually improve our present good standards of behaviour. This policy has been devised in conjunction with the Board of Governors, Principal, all members of staff, pupils and parents.

This document provides the framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible individuals. It is written for the benefit of the whole school community to facilitate a positive whole school approach for behaviour management at Holywood Primary School. Particular reference will be made to the following values in this policy. Pupils should have:

- Respect for themselves and others.
- Respect for their school and surroundings.
- Respect for belongings and property – their own and others.
- Pride in their work.

2. **Aims.**

1.1. To promote the moral, cultural, intellectual and physical development of pupils in the school.
1.2. To promote good behaviour.

3. **Objectives:**

3.1. To enhance pupils' self esteem, and encourage self respect and respect for others.
3.2 To encourage pupils to develop independence by accepting responsibility for their own behaviour and by promoting self discipline and self control, develop interpersonal skills to help pupils work cooperatively and face challenges.
3.3 To establish a community wherein pupils, teachers, parents and support staff enjoy a sense of belonging and have an important part to play.

4. Roles, Rights and Responsibilities:

I. Pupils

We expect children at Holywood Primary School to enjoy their education and to have their needs met. All children deserve the same opportunities.

Pupils have the right to be educated in a safe and stimulating learning environment. To enjoy this right, the pupils must respect the rights of others to be safe and must not therefore engage in behaviour such as bullying etc.

Any child who is experiencing difficulty at school should inform his/her class teacher, any other member of school staff or Mrs Crookshanks.

Pupils have a right to:	Pupils have a responsibility to:
• Be treated with respect; • Be happy; • Be valued as a member of the school community; • Work and play in a calm, well managed and safe environment; • Receive a broad, balanced and suitably differentiated curriculum; • Be listened to in a sensitive manner; • Get help when they need it; • Receive a fair, consistent, clear and calm approach to behaviour management; • Be made aware of the school's standard of expectations with regard to work and behaviour.	• Follow the school's codes of conduct including rules relating to attendance, punctuality, homework and uniform; (Appendix 1) • Be equipped and ready to learn • Show respect for staff, visitors and other pupils in school; • Show respect for their own and others' property; • Behave in an acceptable manner and always represent the school in a positive way; • Listen well and respect the opinions of others even if different from their own • Work to the best of their ability at all times; • Promptly follow the directions of staff, both teaching and non-teaching.

II) Staff

(a) Teacher

A teacher's role is to provide education for the children in his/her care.

'A climate which fosters effective learning, both within the classroom and about the school, is at the heart of the education process.'
'Promoting Positive Behaviour'   P6. DENI, 2001

When the teacher and pupil understand their different roles, a positive well ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school codes form the framework of our expectations as teachers for the behaviour of the children in our care.

Class rules will be displayed in each classroom and discussed at regular intervals with the pupils. Pupils will have ownership of their own class rules. Teachers will promote acceptable behaviour in their class in a positive manner, having regard to the positive nature of the school policy, consulting with the School Management Team and support staff when necessary.

(b) Support Staff

All support staff in the school are valued members of the school team and work in partnership with the teachers and the Principal to provide a well-ordered learning environment. All support staff will assist teachers in promoting acceptable behaviour in the school in a positive manner, having regard to the positive nature of the school policy, consulting with the teachers and School Management Team when necessary.

Holywood Primary School has been part of the Early Intervention Transformation Programme (EITP), more specifically the Trauma Informed Practice Project, led by Safeguarding Board of NI (SBNI).
This included whole staff training and ongoing access to resources that provide staff with additional strategies to support pupils who have faced trauma and are challenged by attachment difficulties. Many of these elements have been incorporated throughout this policy. The school will continue to access other relevant material (e.g. Let's Learn Together) to support children, also working alongside parents and carers to incorporate approaches used to support, suit and improve experiences for the children in our care.

Staff have a right to:	Staff have a responsibility to:
• Expect courtesy and respect from colleagues, parents and pupils; • Enjoy their work; • Be heard; • Expect opportunities for professional development; • Be valued as part of the school team; • Assist in promoting positive behaviour of all pupils in the school according to school procedures; • Have support from School Management, the Board of Governors and the Education Authority (EA SE Region); • Have an opportunity to work to their full potential in a calm, safe environment.	• Create a stimulating, happy learning environment; • Prepare well and teach thoroughly; • Listen to the children and treat them with respect; • Behave in a professional manner at all times; • Be approachable, sympathetic and alert to pupils in need; • Recognise the individuality of children; • Have high but realistic expectations for each child and strive to cater for their needs; • Acknowledge effort and achievement; • Assist in the provision of a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability; • Implement the school Behaviour Policy in a fair and consistent manner; • Co-operate and work with the School Management Team and colleagues; • Pursue opportunities for personal and professional development.

III) **Parents / Carers.**

We believe in the principle of partnership and therefore encourage parents and carers to establish and maintain a positive relationship with staff and School Leadership Team. The support of parents is essential in order to maintain high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials (particularly those belonging to the school) and supervision of homework.

Parents have a right to:	Parents have a responsibility to:
- A safe, stimulating and happy learning environment for their child; - The delivery of a well balanced, broad and suitably differentiated curriculum; - A school community sensitive to the needs of the individual child; - To be well informed about their child's progress and any concerns the school has about the child; - Up-to-date information on the school behaviour policy and procedures; - Receive an annual written report - Have access to written information about their child - Have access to school policies - Be invited to Parents' Meetings - Give permission for trips - Have their concerns dealt with fairly and efficiently - Be kept informed should their child not meet the standards of behaviour set; - A consistent and fair approach to behaviour; - An acceptable level of courtesy and respect to be shown to their children by staff.	- Support the school; - Act as positive role models for their children in their relationship with the school; - Have a positive attitude to school and work with the school in implementing the behaviour policy; - To equip their children properly and ensure they wear the agreed school uniform; - Promote good behaviour at home; - Attend school meetings; - Monitor the progress of their child; - Ensure children are well rested and prepared to start the school day; - Ensure that children comply with school codes regarding attendance and punctuality; - Encourage children to show respect to all staff, visitors and peers; - Encourage children to value their own property and that of the school and others; - Be realistic about their child's ability offering encouragement and support; - Encourage children to complete school work and homework to an acceptable level; - Check and sign all written homework; - Advise school at the earliest opportunity of any issues concerning their child.

IV) Principal.

Mrs Crookshanks has a key role in formulating and reviewing the positive behaviour policy and establishing the ethos of the school. She must ensure that staff, pupils and parents play a vital role in the life and organisation of the school.The Principal must ensure that the codes of the school are administered fairly and consistently to all pupils. She should support her staff where appropriate and furnish the Board of Governors and the Education Authority (SE Region) if necessary with a report on the discipline within the school or on the behaviour of an individual pupil. The Principal must also ensure that the school behaviour policy is processed in accordance with and alongside all other relevant school policies, i.e. SEN Policy, Anti-Bullying Policy and Code of Practice, etc.

V) Role of the Board of Governors.

The Governors have legal responsibility for the school's behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos. If or when a case of indiscipline should come before them they must act upon it, having considered the views of the Principal, other interested parties and any reports forwarded to them. The Board of Governors have a responsibility to support the Principal and her staff.

5. Praise and Reward

Holywood Primary School encourages children to practise good behaviour. Praise and rewards are used to positively reinforce good behaviour and encourage children to take responsibility and help children feel good about themselves.

Rewards are awarded to an individual, a small group or a whole class and reflect a variety of strategies. Children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

The following list is not exhaustive but gives an indication of the value we hold in self-esteem and reward.

Praise & reward in class:	Praise & reward in school:
• Verbal praise or written comment • Stickers / stampers / reward charts • Display of good work in classroom • Peer praise • Visits to another member of staff or Principal • Certificates • Given responsibility within class • Note sent to parents • Prize from class teacher • Golden Time • Extra playtime • Table point system (electronic too)	• Praise in Assembly • Parental Contact (Parent-Teacher Interviews) • Annual Report • Pupil of the Week / Term Awards • Principal Reward Stickers • Principal prizes • Display boards in corridors • Electronic display in school foyer • House System / School Council • Buddy System • Attendance Certificates • Playground Reward Scheme • Celebration of children's achievement on the school website • Reference made on monthly news sheet • Information uploaded on PTA social media platform • School trips and involvement in school teams • Local press involvement • Success logged on computer system

6. Positive behaviour and classroom management

(a) Positive Behaviour Management

We use a 'positive approach' in order to be successful with all children at Holywood Primary School. Every member of staff uses a variety of responses to deal with a wide range of behavioural needs so it is important that these are listed and used consistently. The relationship a child will develop with a trusted adult provides emotional regulation and containment to weather the most difficult of times in school.

Listed on the next page are strategies proven to have been effective in positive behaviour management and used in Holywood Primary School.

- ➢ **Positive Feedback**- Acknowledge/Approve/Affirm: Acknowledge (notice and describe the behaviour), approve (say why it is good) and affirm (a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- ➢ **Positive Correction**- explain what you want children to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running."
- ➢ **Positive Repetition**- after an instruction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who complete the instruction.
- ➢ **Non-verbal Cues**- arms folded, finger on the lips, the 'look'.
- ➢ **Re-direction**- repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- ➢ **Tactically ignore**- ignore secondary behaviour if pupil is compliant with the primary behaviour request e.g. if asked the pupil begins a task (primary behaviour), ignore any secondary behaviours such as huffing.
- ➢ **Physical Proximity**- move closer to a disruptive pupil or place them to a different area in the classroom to encourage focus.
- ➢ **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour
- ➢ **Clear Expectations**- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- ➢ **Where/ What**- "Where should you be?" (In my seat) What should you be doing? (My work).
- ➢ **Choices**- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- ➢ **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- ➢ **Calm approach** - repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- ➢ **Private Reprimand**- a quiet word rather than a public confrontation.
- ➢ **Repair & Rebuild**- as soon as possible after a reprimand, adults need to create an opportunity to say something positive about the pupil and reunite. A child needs to know they are valued, liked and matter to the person there has been a rupture with. Whilst there is a place for external positive praise e.g. "lovely handwriting", the need is to reconnect emotionally e.g. "You are very important and special and I need to make sure that you are safe in school" or "I am sorry that you felt upset, please remember if you want to talk, I am here."

(b) <u>Classroom management</u>

Effective class management techniques reduce the likelihood of behaviour issues arising. This would include members of staff using the techniques listed below.

- **Confidence of manner**: calm and clear delivery in speech and actions; avoiding over-reaction to a child's behaviour.
- **Careful instruction and guidance**: the teacher should have the full attention of the class; instructions should be clear, brief and to the point.
- **Consistency and fairness**: consistency in the way the class is managed. Standards and procedures set by the teacher are not subject to unexpected change and individual pupils are not treated differently. Ensure follow through with agreed consequences /rewards.
- **Awareness of what is happening**: the effective teacher promptly spots children who have difficulties in their work or are engaging in inappropriate behaviour. Teachers scan the class regularly and move around the classroom to maintain close contact with pupils to readily become aware of learning or behavioural problems and to be in a position to readily deal with them.
- **Knowledge of children**: teachers should be sensitive to the needs of individual pupils. Knowing them also provides ready topics of conversation when the teacher seeks to reward the child with attention.
- **Punctuality**: teachers should always be punctual at beginning of school and collection of pupils after break, lunch etc.
- **Settle class quickly to work**: a quick and decisive start to work is required so that the children's attention is focused upon the teacher and the learning task. Teachers should have clearly established routines, which should increasingly promote independence and responsibility, as pupils get older.
- **Delegate classroom tasks to children where practical**: they enjoy doing so, it helps make them feel responsible and it indicates teacher's trust. It also gives the teacher time to tackle more essential tasks.
- **Good questioning techniques:** the effective teacher poses frequent questions at the class, directs them at a large number of specific children - this helps keep everyone active and attentive. If a child is likely to be asked a question at any moment during the lesson he/she has more incentive to remain focused. Teachers should use a variety of types of questions which helps maintain interest and focus attention on the teacher.
- **Attractive classroom environment:** children's work displayed to encourage a sense of ownership and commitment.
- **Avoidance of queues at the teacher's desk:** - 'wasteful waiting'

P1-P3:
P1- P3 members of staff use e.g. 'Traffic Light' style system. All pupils are placed on the green light at the beginning of each day. This visual system is effective and reminds children about acceptable behaviour if they do not follow the school's Positive Behaviour Code of Conduct. If it were to continue they would be chastised in private. If the child has to be spoken to again, their name is moved to amber. If a child's behaviour continues to be unacceptable their name will be moved to the red light and they will be expected to complete unfinished activities and / or miss 5 minutes of playtime.
All names move back to the green light for the start of the next day which affirms the approach of **Repair & Rebuild** used by the staff at Holywood Primary School.

Parents will be contacted in order to work in partnership with the child and school to improve the situation. In the unlikely event that a child's name has to be regularly placed in the red zone, the Key Stage Co-ordinator will be informed.

P3 – P7
When necessary, members of staff use the 'Strike System'. All children are aware of when and why 'strikes' are given for unacceptable or disruptive behaviour / persistently forgetting equipment and homeworks etc. This is discussed and explained to the children. Staff record 'strikes' given and the reasons why. The information recorded will be reported during meetings with parents, other members of staff, Principal or EWO.

If a strike is given, a child will not participate in two sessions of playtime, one at break and the other at lunchtime. The model of 1 minute of non-participation for every year of the child's age will be used.

- If a child has two strikes, parents are contacted by the class teacher. This enables parents to work alongside the school to support their child and improve the situation in a positive manner.

- If three strikes are received the child will complete a lunchtime detention. Parents are informed. Details are recorded in a Log Book.

- If three lunchtime detentions take place during the school year an after school detention takes place and is supervised by the Principal or Vice Principal.

Throughout this process at an appropriate time a follow up discussion takes place with parents.

Break and Lunchtime Supervision

At break and lunchtime, supervision is carried out by Supervisory Assistants and Classroom Assistants. Teaching staff also assist during breaktime. Rotas are provided to each member of staff involved, highlighting the area they are supervising and the pupils they are responsible for. When necessary they will remind children of the standard of behaviour expected. The Supervisors and Classroom Assistants will inform Class Teachers of any issues arising at break or lunch times. If necessary they can refer any issues to Heads of Key Stage, the Vice-Principal or Principal. If a pupil is habitually misbehaving, despite repeated and ongoing attempts to modify the behaviour, then the child will be referred to the Principal.

Outside Playtime

Children will be given 2 verbal warnings and thereafter if persistently misbehaving they will be given 5 minutes of reflection time at an allocated place outside under staff supervision in order to reflect.

Reminders

- Members of staff are responsible for escorting children around the school.
- The staff team are responsible for ensuring that P1 - P4 pupils are safely collected by a known adult at the end of each day.
- All staff must oversee P5 – P7 pupils leaving the school premises safely.
- It is the duty of the nearest member of staff to deal with any incidence of unacceptable behaviour.
- Children must not be left unsupervised in the classroom unless in an emergency. Another member of staff will be alerted of this situation in this instance.
- Incidents at changeovers to be reported to the class teacher.
- Teachers must be diligent in reminding pupils/speaking to parents about uniform, jewellery / hairstyles etc.

7. <u>Consequences</u>

Staff will always encourage children to take responsibility for their actions and draw the child's attention to the fact that undesirable behaviour usually has a negative consequence on another person, the class, the school environment or themselves.

Minor incidents in day to day classroom / playground are dealt with by the staff in charge in a caring, supportive and fair manner, with some flexibility regarding age of the child and the individual's circumstances as far as consequences are concerned. To ensure consistency these are discussed at Year Group, Key Stage, Staff and School Management Meetings.

In Holywood Primary School we classify unacceptable behaviour into three broad bands.

Level 1: Mild
Misbehaviour that can be effectively managed within the classroom environment by the teacher.

Level 2: Moderate
More serious misbehaviour or persistence of Level 1 that is not so easily managed within a classroom environment. Class teacher may involve the parents, either formally or informally. Notification of other staff may take place. Referral to the Principal may also take place if appropriate.

Level 3: Serious
Very serious misbehaviour or persistence of Level 2 behaviour. This will result in the formal involvement of the Principal within the school along with parental involvement. Additionally, the involvement of outside agencies may be sought.

There will be times when consequences will be applied. It is important to recognise that some misbehaviours are more serious than others.

The following lists are examples of what constitutes Level 1, 2 and 3 of unacceptable behaviour at Holywood Primary School.

Level 1	Level 2	Level 3
Distracting other pupils / leaving seat	Persistence of Level 1	Persistence of Level 2
Disobeying instructions	Boisterous / aggressive behaviour (e.g. kicking, hitting, nipping, biting, pulling hair etc.)	Wilful damage – school property
Shouting out / answering back / arguing	Refusal to work / general defiance	Verbal abuse to staff / peers
Pushing (e.g. in line / playground)	Consistent non – completion of homeworks / destroying work	Major disruption of class activity
Not prepared for school / persistent misplacing of work books / not completing homework	Refusal to engage with an adult / sulking or those who willfully refuse to adhere to necessary arrangements as a consequence of Covid-19 e.g. social distancing or deliberately cough / spit at pupils or adults putting them at risk.	Abuse / threatening behaviour / subtle or overt bullying
Taking property of others without permission	Bad language / rude noises / rude signs / spitting	Leaving school premises without permission
Lying / telling tales (inappropriately)	Persistent name calling	Dangerous refusal to follow instructions
Not sharing / making unkind remarks	Damaging property	Use of or in possession of drugs / solvents / any item resembling a weapon
Running in corridors	Rudeness to peers / staff / visitors	

Consequences will be constructive, applied with sensitivity and flexibility, where possible, be related to the misdemeanor and specific to the individual and not applied to the whole group. The strategies mentioned previously will be used for unacceptable behaviour at Level 1. Examples of consequences for Level 2 and Level 3 are listed below. This list is not exhaustive.

The school reserves the right to impose any sanction if an incident is serious enough to warrant it.

Level 2
Reward charts / setting targets etc.
Teacher may record daily observations of behaviour
Child being placed in another class to have reflection time or complete activity
Report to Head of Key Stage/ Vice Principal / Principal
Child may be expected to complete unfinished classwork at home
Formal appointment with parents (Head of Key Stage informed prior to meeting to allow their attendance if required)
Discussion with Learning Support Co-ordinator - I.E.P. may be implemented
Children may also be placed on a daily or weekly report system to monitor their behaviour with parents' support.
Withdrawal of privileges. e.g. playtime
Lunchtime detention
Replacement or payment of damaged/lost property
Child not participating at break and lunch playtime for 1 week or longer

Level 3
Principal informed immediately
Formal discussion with Principal and pupil
Formal appointment with Principal and parents.
Individual Behaviour Plan(I.B.P.) will be implemented and an action plan agreed
Withdrawal from e.g. extra-curricular activities - school teams / event / performance / residential (Risk Assess)
Involvement of other agencies, e.g. Education Welfare Officer, Behaviour Support Team, Educational Psychology, Social Services
.Remove child from class – Principal involved
Suspension -Parents contacted to remove pupil (same day)
.Expulsion after discussion with the Chairperson of the Governors.

8. Suspension/ Expulsion

If, following intervention strategies with the pupil and meeting with the parent(s) further incidents of unacceptable behaviour occur, advice from the EA (SER) will be sought and a decision regarding the suspension of the pupil will be taken.

The Board of Governors will be notified and consulted. The EA (SER) Suspension and Expulsion procedures will be followed. Parents have the right of appeal to the Governing Body against any decision to exclude.

Serious incidents are recorded and kept on file in the Principal's Office. In accordance with guidance from the Department of Education for Northern Ireland, the Board of Governors of Holywood Primary School reserves the right to impose sanctions on pupils for incidents directly related to school, which occur off the school premises or outside of school hours.

Incidents of this nature may include:

- Bullying or fighting on the way to school, on the way home from school or when wearing the school's uniform.

- Verbal abuse to pupils, parents or other adults on the way to school, on the way home from school or when wearing the school's uniform.

- An attack on property of a member of staff or school governor after school hours.

- Verbal abuse or physical abuse of a member of staff or school governor after school hours.

9. Reasonable Force/ Safe Handling

No form of physical contact will be used when reprimanding children. It is important to note that like all schools in Northern Ireland, a member of staff may need to use reasonable force in the form of physical intervention if:
- The child is about to cause serious injury to either himself or another pupil and will not respond to verbal instructions to stop.
- The child is engaged in seriously disruptive and potentially dangerous behaviour i.e. throwing objects such as chairs.

Any physical intervention from a member of staff will be in line with the Regional Policy Framework on the use of reasonable force / safe handling May 2004.

The staff present or on duty will deal with these situations. Avoidance of the use of reasonable force is preferable. However, if physical restraint cannot be avoided it should only be used following the DENI Regional Policy Framework on the use of Reasonable Force / Safe Handling

Definition of Reasonable Force
The Education (NI) Order 1998 (part II Article 4 (1)) states:
A member of staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances

for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:
• committing any offence;
• causing personal injury to, or damage to the property of, any person (including the pupil himself); or
• engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

This is also in accordance with DENI publication Section 10.2 of Circular 17/4

Safeguarding and Child Protection – A Guide for Schools.

Incidents will be recorded and brought to the attention of Head of Foundation Stage / Key Stage 1 & 2, the Principal and child's parents.

10. Link to Special Educational Needs Code of Practice

Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEND Code of Practice for SEBD when a class teacher recognizes a behaviour difficulty and where normal classroom management strategies are not effective.

11. Links with other School Policies

This policy is based on the Policy For The Promotion Of Positive Behaviour (EA SE Region) and on "Pastoral Care in Schools – Promoting Positive Behaviour (D.E., 2001)
This Policy is integral to all school policies. It has key links with policies i.e.:

Attendance	Child Protection	Pastoral Care	Drugs
SEN	Anti-Bullying	First Aid	RSE
Health & Safety	Education Visits	Intimate Care	Safe Handling
Administration of Medicines		eSafety Policies	

12. Procedures for Parent/ School Consultation

Communication between school and home is the key to productive partnerships. All parents / guardians are invited to attend two consultations each year to discuss their child's progress and to highlight areas for development. In addition to this, parents are welcome to discuss any issues with the class teacher. If further discussion is required meetings may be arranged with the Head of Foundation / Key Stage 1 or 2 or Principal at a mutually appropriate time. Appointments must be made by contacting the School Office or emailing to the class teacher, whichever is most convenient.

On other occasions during the year staff may also contact parents to discuss concerns about progress e.g. behaviour being displayed in school which requires attention.

13. Review and Evaluation

All those associated with Holywood Primary School hold the common aim of providing a safe and disciplined environment where everyone can work in a harmonious and positive atmosphere. This can only be achieved where home and school work together. All parents/guardians are asked to give full support to this policy.

Holywood Primary School will review, evaluate and update this policy every three years during which staff, pupils, and parents will be consulted.

   Reviewed Term 3:   2021
Next review Term 2:   2024

Holywood Primary School Code of Conduct   **Appendix 1**

At the beginning of each school term the routines and school code of conduct will be discussed and reinforced with the children. Classes display clear concise class rules devised through consultation with the children. Pupils and committed to approaching all aspects of school life in the following ways.

When working:

- We come to school ready for our work with all necessary books and stationery

- We do our best work

- We arrive on time for our lessons

- We present homework neatly and on time

- 'Work talk' is at an acceptable level agreed with the class teacher

- We work productively as individuals or when working with others

- We stop, look and listen

a. stop what we are doing

b. look at our teacher

c. listen carefully

- We take turns to speak and listen carefully to what other children in the class are saying

- We move independently to get the necessary equipment

- We ask for help by putting our hand up

- We keep our books and school bags clean and tidy

- We only bring items into school that are appropriate to our learning

We are caring when:-

- We wear our school uniform every day except when wearing school sports kits for team events, when going on a school trip or on an agreed non- uniform day

- We have appropriate haircuts at the discretion of the Principal

- We show good manners at all times

- We show consideration and respect for the feelings of others and the property of others

- We knock, enter and wait for permission to speak when visiting another classroom.

- We are polite and cooperate fully with all members of staff

- We put our name on all our property and take care of our property

- We tell the truth
- We care for our school environment

To ensure safety
- We follow the line up procedure in the morning, at break and lunchtime
- We walk in school
- We walk beside our bicycles or scooter when in the school grounds
- We follow EA SE Region recommendations and support a 'Nut Free Zone'
- We walk on the left-hand side of the corridor and move quietly through the school when out of class.
- We need an email to be sent to school by our parents explaining why we have been absent
- We need special permission to leave the school early
- We use the toilets properly and safely; we are encouraged to visit the toilet facilities at break and lunch
- We tie back longer hair as requested by a member of staff for practical activities e.g. PE, experiments, activities involving food
- We only wear jewellery permitted
- We play safely and in the designated areas
- We eat only in the areas permitted in the school i.e. in classrooms and the school Dining Hall
- We put our non- consumable rubbish in the bin e.g. pencil sharpenings, scrap paper
- We keep our classroom tidy and do not chew gum, bring canned drinks, fizzy drinks or glass bottles into school

Treatment of others
- We work and play together
- We let others join in our games
- We congratulate others during / after sports events or other performances
- We solve our problems without hurting anyone
- We tell if someone is bullying

Treatment of Visitors
- We greet visitors to our school in a mannerly way
- We show respect by standing back and holding doors
- We continue to work productively if our teacher is speaking to a visitor

- We help visitors find their way around the school

Phone / other digital devices Procedures
- We only bring a mobile phone or other digital devices to school if our parents have given us permission

- We keep our phones / other digital devices in our school bags and ensure they remain turned off when on the school premises or when on an Educational Visit until we leave the school premises at the end of the school day.

- On occasions a member of staff may give permission to use our phone.

- We follow the rules stipulated regarding the use of digital appliances when participating in any school related activity. e.g. Residential Visit or other school events.

Play equipment
We only use play equipment at break and lunchtime that has been provided by the school with the exception of skipping ropes which may be brought to school but used only for skipping.
- On occasions a member of staff may give us permission to use personal electronic equipment.

Following this Code of Conduct will help ensure that Holywood Primary School continues to be a very happy, safe, caring and friendly place for everyone.

Addendum : Summary of Agreed Action during Covid 19 Pandemic

- Parents and children to follow the system for dropping off and picking up from school;
- Only one adult recommended to accompany child/ren;
- Adults in playground to keep 2m distance from each other or use a face mask;
- Adults collecting children to take responsibility for informing the child(ren) the arrangements at dismissal e.g. walk home independently, walk to car, walking to an agreed place using the designated paths;
- Children should keep their distance from adults wherever possible;
- Children must wash their hands when entering school and then wash/ sanitise their hands regularly for 20 seconds each time throughout the day;
- Children must follow instructions on who they can socialise with at school, staying in their bubble;
- Children must move around the school as instructed, using the signs to help them;
- Children must follow the 'catch it, bin it, kill it' by sneezing/coughing into tissues and disposing of safely, should avoid touching their mouth, nose and eyes with their hands;
- Children must tell an adult if they are feeling unwell;
- Children should be encouraged to use their own water bottles and equipment;
- Children can only play in areas specified;
- If any child coughs or spits deliberately at, or towards, any other person they will:
    - 1st Receive a verbal warning
    - 2nd Parents will be informed
    - 3rd Be sent home
- Children learning at home will follow our online safety rules;
- Code of Conduct for online Live sessions will be followed by everyone involved;
- If a child is finding it hard to follow these rules, the teacher will talk to the pupil individually to check their wellbeing and reinforce the importance of the rules.

COVID-19: Addendum to Positive Behaviour Policy

The principles as set out in Holywood Primary School's Positive Behaviour Policy remain and will 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 Holywood 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

As a result of the Covid-19 pandemic, significant changes have been necessary 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

<u>**Clear communication**</u> **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 etc. Communication will be tailored to be age-appropriate and take account of pupils with special educational needs and/or disabilities.

<u>**Expectations for behaviour**</u> **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.

<u>Routines and behaviours</u> 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.

<u>Supporting emotional health and wellbeing</u> - 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.

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

<u>Parents/guardians will be kept fully informed</u> - 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.

<u>A proactive and supportive</u> 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, goal is to empathise, reassure and teach

- offering time to reflect and plan for better choices

New Procedures and Routines

The Governors, Principal, teaching and support staff have taken cognisance of all DE guidance in readiness for the return to school after periods of Lockdown enforced by the global pandemic. New measures in place are to support the school community ensuring the school continues to provide a safe learning environment both physically and emotionally for pupils, staff and the wider community.

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 school will continue to adapt the procedures necessary in respect to:-

- social distancing

- space utilisation; details of 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

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 Learning Support Co-ordinator (LSC) 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:

(Delete/add as appropriate)

- 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

- accessing 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 will 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

Holywood Primary School will 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

Holywood Primary 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

Holywood 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, maintenance of social bubbles etc.

Staff regularly review 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