**St Joseph’s Primary School**



**Behaviour Policy Addendum**

**Covid-19**

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

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

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

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

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

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

**Addendum Guiding Principles – A Trauma Informed Approach**

**Clear communication will support and build their confidence and re-establish a sense of familiarity** - Appropriate and effective measures are in place for communicating and involving pupils regarding their expected behaviour upon returning to school.  These will include online materials, posters, 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 and guidance 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 seen as a communication of an unmet need.  The school community will strive to understand the function behind the behaviour and offer guidance.

**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/positivity 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 aim to respond.

**A proactive and supportive** approachwill 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 if needed.

**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.

**In addition children and staff should:** Respect the revised day to day expectations of the class ‘bubbles’ and wider school.

- children should adhere to the revised rules and expectations for entering and exiting the school site

- children should stay in their own rooms unless directed otherwise

- children should only interact with others in their own bubble throughout the school day

- children should only use their designated entrance and exits to the school building

- children should stay at their own desks unless directed otherwise

- children should obey social distancing rules at all times, in and out of the class bubble

- children should follow hygiene rules, including washing hands when asked to throughout the day

- Be aware of, and follow, expected Self-Care and Health needs

- children should inform an adult if they feel they have any Covid-19 symptoms (symptoms will be shared with children)

- children should use tissues when sneezing or coughing and dispose of in bins. If a tissue is not at hand they should cough or sneeze into their elbow

- Children should not deliberately cough or sneeze on any other child

- children should only go to the toilet areas one at a time and thoroughly (for at least 20 seconds) wash their hands after use

- children should only use their own resource packs, not interfering or touching any others resources or equipment

- children should only use their own water bottles and eat/drink their own food. No sharing is allowed

- children will not bring any additional items into school other than lunch boxes, snack, filled water bottles, school bags, clothing and sun cream (if needed) and any other items requested by the teacher

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*
* *supporting pupils to assess their learning progress, gaps and requirements as a result of school closures and blended learning;*
* *offering time to reflect and plan for better choices*

**New Procedures and Routines**

<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>

*Our new school day and routines in school will be different from before. This will include:*

* *social distancing between adults (2m) and between adults and pupils when possible*
* *space in the classroom will be utilised and unnecessary furniture will be removed into storage*
* *classrooms will be organised into bubbles with the pupils and staff in that room forming a class bubble. Children will remain in these bubbles for the duration of the school day*
* *Children will no longer be moving around the school and designated areas will be set aside for playing in.*
* *There will be altered routines for arrival, departure, break times, lunch times to avoid large gatherings.*
* *There will be 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 / worry monster, message system, pupil voice etc. to ensure concerns can be heard and responded to*
* *arrangements for pupils who are ‘clinically vulnerable’ or are 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:

* *Health and wellbeing being a priority on our school development plan*
* *An action plan for health and wellbeing led by a co-ordinator in this area*
* *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;*
* *areas of focus for health and wellbeing each half term within each classroom*
* *talks/discussions;*
* *promoting small group work, 1:1, peer-mentoring, team building;*
* *providing wellbeing through support;*
* *raising awareness of how and where support can be accessed*
* *developing supportive networks and promoting self-care.*

**Support: Reasonable Adjustments**

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

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

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

Reasonable adjustments may include, but are not limited to:

* *preparing pupils for new routines, this could include a visit to the school//visuals/letter sent to pupils, signage*
* *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 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

**Rewards and Sanctions**

* House points will continue to be awarded to pupils who display positive behaviours; however, these will be logged by the teacher and celebrated in class at the end of each week.
* Pupil of the week will continue to be celebrated, in each classroom, rather than at assembly.
* Staff can inform SLT of exemplar behaviours in their bubble by email and texts will be sent home to share celebrations.

Sanctions

* In the unfortunate event of misbehaviour, pupils will be given clear, explicit warnings and reminders of appropriate choices.
* In the event there are recurring incidents which pose a risk to pupils and staff, the normal school behaviour policy sanctions will apply and the child will be removed from the group.
* Parents may be contacted, and children will be collected from school to ensure the safety of themselves and others.
* If any adverse behaviours take place that could affect the health or safety of individual pupils or staff, then an individual risk assessment may be completed to review the safety of that child in school site during the pandemic restrictions.
* Spitting, physical attacks, refusal to comply with Health & Safety / social distancing requirements that could heighten the risk of harm to others, could result in exclusion which will be decided by the senior leadership team in consultation with the Board of Governors.

**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/herself); or c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise. See the Regional Policy Framework on the Use of Reasonable Force/Safe Handling:

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

*St Joseph’s Primary School will be guided by the above principles during COVID-19 circumstances and acting in line with the school’s Safe Handling Policy, staff will:*

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

**New procedures and routines: Tracking and monitoring arrangements**

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

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

This policy has been drawn up to ensure the safety and well-being of all staff and pupils in the school and the rules must be adhered to.

**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>

Date policy ratified: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed (chair of board of governors)

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