ANTRIM PRIMARY SCHOOL

Positive Behaviour Policy

Next Review Date: Sept 2030

Positive Behaviour Policy

Good behaviour is an essential pre-requisite for effective teaching and learning and ensures that every child attending Antrim Primary School has the potential to achieve to the maximum of his/her ability. The Staff at Antrim Primary School strive continually to create an environment promoting mutual respect where pupils are valued, and pastoral care is integral.

Our Ethos

In Antrim PS we aim to ensure a happy, safe and secure environment where mutual respect is nurtured and where each child can develop intellectually and physically to the maximum of his/her potential. We aim to work, in partnership with parents, to deliver high quality teaching and learning and provide pupils with a wide range of experiences and opportunities, both within and beyond the classroom, which will enable them to fully develop their individual talents and abilities. We expect each of our pupils to work hard, behave well and play an active part in school life.

Antrim PS is a happy, inclusive and child-centred school where all members of our school community are valued and they, along with parents and members of the wider community, have an important contribution to make to the life, work and success of our school.

Our Vision

Our vision is to create a happy, safe and child-centred learning environment based on mutual respect. We will deliver inclusive, high-quality teaching and learning to equip children with the confidence and skills for success in the future.

Our Mission Statement

- To create a happy, inclusive and child-centred learning environment where our children feel safe, happy and secure.
- To foster a climate of high expectation for all our children.
- To develop in each child self-confidence, self-esteem and self-respect.
- To provide high quality teaching and learning, responsive to the needs of all our learners.
- To nurture positive home/school partnerships which encourage parental involvement and recognise the importance of working together.
- To develop an awareness of moral, social, religious and cultural values, based on the principles of Christian ethics.
- To respect religious and cultural diversity in a shared society.
- To develop awareness and sensitivity to the needs of both self and others.
- To build positive relationships characterised by kindness, mutual respect and honesty.
- To develop in our children a knowledge and understanding of their role and the impact they can make in our community and beyond.

Introduction

Legal Background

In line with the Health and Safety at Work (Northern Ireland) Order 1978 employers within the education sector are required by law to create a safe working environment for the pupils in their charge and for any volunteers working in schools in addition to the teaching and non-teaching staff they employ.

1998 Education (NI) Order, Article 3,

'…placed a duty on Boards of Governors to ensure that policies and procedures designed to promote good behaviour and discipline are pursued in the school.'

This was taken a further step forward in 2003 when ***The Welfare and Protection of Pupils' Education and Libraries (NI) Order, Article 17***, made Governors' *'duty of care'* explicit and legally required them to have an active interest in all aspects of a school's activities that promote pupil welfare.

Why do we need a Positive Behaviour Policy?

Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and where both pupils and teachers can do their best work.

Our Positive Behaviour Policy aligns with the school's Pastoral Care Policy and the Addressing Bullying Policy, as recommended by DENI Document ***'Pastoral Care in Schools: Promoting Positive Behaviour' (2001***).

Evidence from many studies over the last decade suggests that schools can and do make a difference to young people's lives and that Principals and their staff have the power, through their own efforts, to improve standards of work and behaviour and the life-chances of their pupils regardless of their background.

A climate which fosters effective learning, both within class and about the school, is at the heart of the education process. This does not come about by chance. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships: among the staff themselves, between staff and pupils, among pupils and their peers; between parents and school and between the school and the community it serves. A policy designed to promote good behaviour is at the heart of building good relationships both at school and at home. The establishment of a Positive Behaviour Policy is not only a legal duty but, furthermore, the cornerstone of pastoral care work and success in the classroom.

Statement of Principles

The Staff and Governors of Antrim Primary School believe that: -

- The core values are the basis upon which we promote and encourage positive behaviour from all members of the school community.
- All staff and pupils have the right to work and/or learn within a safe and secure environment, therefore bullying-type behaviour of any kind to any member of our school community is completely unacceptable and will be handled in line with our Addressing Bullying Policy.
- All staff and pupils have the right to high quality teaching and learning which is part of a lifelong process. We will strive to ensure that standards of behaviour are such that this can be achieved.
- All members of the school community should endeavour to be considerate towards the learning needs of each individual and supportive of the school as a progressive learning community.
- All members of the school community will have the opportunity to have their views listened to and responded to.
- All members of the school community should endeavour to understand and accept the principles upon which the Positive Behaviour Policy is built and should strive to demonstrate commitment and adherence to all school policies.
- The ideas and principles of the policy are open to regular review in order to stay relevant and in keeping with the changing demands of the school environment.
- All school staff should aim to model positive behaviour and promote it through the active development of pupils' social and emotional behaviour skills.
- Everyone within the Antrim Primary School Community should endeavour to be positive ambassadors for the school on, for example, school trips, sports events and journeys to and from school.

Home – School Partnership

The school strives to provide a warm and welcoming environment where all pupils are treated with fairness and respect. We are committed to keeping parents well-informed and involved, offering guidance to pupils, and responding promptly to any concerns, including those related to progress or relationships.

We ask parents to support school policies, encourage their child to show respect for others and follow school rules, and maintain regular communication with us.

Pupils are expected to attend school regularly, arrive on time with homework completed, treat others with kindness, behave responsibly and work positively during lessons.

We expect all members of the school community to treat one another with respect and kindness, and to uphold this positive ethos.

The Role of Staff

Staff will:

- Treat the children with respect.
- Provide a welcoming and comfortable environment.
- Provide work to suit the individual needs of the children.
- Promote achievement and positive behaviour.
- Help to maintain a safe and orderly school.

Staff will provide a model of mutual respect and considerate behaviour and will allow time for the children to discuss school rules, rights and responsibilities, and respect for others.

The Role of the Pupils

During the school day, teachers have responsibility for the education, care, and safety of the children. While in school we ask that children follow the guidance below:

- Adhere to the School and Golden Rules.
- Be kind and thoughtful to others.
- Behave well in school and going to and from school.
- Settle to work well in class.
- Play safely and be kind to others.
- Children should avoid entering an unsupervised area, e.g. the classroom, Assembly Hall
- Help to keep the classroom, cloakroom, and school tidy by using bins and hanging things up.
- Look after your own property and respect the property of others.

Travel

- Use seat belts (if fitted) when travelling by bus.
- Stay in your seat when on a bus and behave well.
- Obey any rules which the driver has given you.

The Role of Parents

Our school works collaboratively with parents and guardians and believes in the principle of parental involvement. We may utilise a range of approaches to inform parents where children have demonstrated good behaviour. This may be through the use of stickers, stamps, notes home and telephone calls. However, where children have demonstrated unacceptable behaviour, we will inform parents and welcome their support and cooperation in this instance.

In the case where reasonable sanctions are used, parents will be kept informed. If parents are concerned about any aspect of how a behaviour incident has been dealt with or a sanction implemented, they should follow the School's Complaints Policy. In supporting the school's behaviour policy, we ask that parents:

- Stay in touch with the school.
- Support homework.
- Talk positively about school and encourage your child to behave well.
- Ensure that your child attends school regularly and arrives on time.

Please contact school at an early stage if there are any problems which we can help with, firstly with the class teacher and if necessary, the Vice Principal/ Principal.

Positive Behaviour Policy Principles

We need to be firm in setting expectations but at the same time flexible- children need to have the possibility to succeed.
A positive relationship counts for a lot: children can accept order, discipline and a high expectation if they feel that they are cared for. Pupils who feel valued will normally want to please their teacher and earn his or her good opinion.
We take a positive approach to developing and supporting good behaviour, which includes the following principles.

- An opportunity at each stage for children to make amends and a fresh start.
- The involvement of parents at an appropriately early stage.
- The involvement of children in taking responsibility for their actions.
- Discussion with the children in circle time about the need for rules and the responsibilities we each have to one another.
- A readiness to be flexible in applying strategies with children who may have particular difficulties to help establish more positive behaviour.
- Ensuring a shared understanding of what will happen if…
- A restorative approach to making amends and moving forward.

Good Behaviour in Antrim Primary School is nurtured through:

a) All in Antrim Primary working together as a community to provide a happy, secure, and courteous atmosphere.

b) The provision of a broad and balanced NI Curriculum which provides for each pupil as an individual in his/her own right and is designed to help each child develop:
   - a sense of self-respect, self-discipline, and self-confidence.
   - respect for others and their property.
   - toleration and appreciation of the opinions of others.
   - good manners and politeness.
   - a caring attitude and responsibility towards all living creatures, buildings, plants etc.

c) Teacher/parent consultations both formally and informally.

d) Opportunities for each child to assume responsibility.

e) Opportunities for each child to develop comradeship through wide experiences of curricular and extra-curricular activities.

f) A clean and tidy school environment in which children are encouraged to take pride.

g) A clear and precise set of School and Golden Rules:

e.g. All children should: -

i. Arrive at school before 9.00 am and we encourage independence through children walking alone from the School Gate

ii. Line up quietly in an orderly fashion

iii. Walk on the left-hand side of the corridor, and in single file at all times

iv. Give way to adults and younger children

v. Knock on doors and say 'Excuse Me' when entering rooms or coming to the Offices

vi. Speak politely both to adults and other pupils, remembering 'please' and 'thank you' where necessary and always showing respect

vii. Deposit litter in bins provided

viii. Settle differences with other children through discussion - not by physical methods. Staff will assist in this process

ix. Always use only acceptable language

Class Rules are agreed with the class teacher and pupils at the beginning of each school year. Class, school and Golden Rules are reinforced during Circle Time, Role Play and Assemblies.

Praise and reward for good behaviour may take the form of:

1. **Efforts mentioned and highlighted in:**
   - Class
   - Assembly
   - Local newspapers
   - School website / social media
   - Homework books
   - Parent consultations
   - School reports
   - Class charts

2. **Work displayed in:**
   - Class
   - Assembly Hall
   - Corridors

- School Noticeboard
- Foyer
- School Website / Social Media

3. **Being given responsible tasks with appropriate guidance from staff**

4. **Being sent to the Principal, teachers, or other school staff for praise**

5. **Star of the Week**

6. **Being awarded School House points (P4-P7)**

<u>Individual Class Rewards include</u>:

Stars, Merit Stickers, Class Prizes, Reward Certificates, Table Points, Additional Free Play, Treats from Treat Box, Star Pupil of the Week, Superstar Awards, Flowerpot Award, Good as Gold Tickets, Thumbs Up Chart, Apples on the Tree Chart, Dojo points, Golden Tickets, House points etc.

Rewards should be fair and effective and, where possible, will allow pupils input into the decision-making process.

They should:
- contribute to the ethos of the school.
- positively recognise and reinforce good behaviour.
- be available to all pupils.
- encourage pupils to take responsibility.
- be appropriate to meet individual needs.
- be consistent.
- provide opportunities for involvement of all teaching/non-teaching staff.
- provide opportunities for parental involvement.
- promote self- esteem.

Regardless of how high the standard of behaviour, there will inevitably be occasions when sanctions are required to show that some behaviour is not acceptable. It is important to stress that **the behaviour is unacceptable and not the child**. At the same time, it is essential that if the behaviour is out of character a possible reason is sought e.g. through contact with a parent.

Sanctions

Sanctions will be fair and effective and, where possible, will allow pupils input into the decision-making process.

They should:

- be immediate and effective.
- provide opportunities to make discreet responses to pupil behaviour.
- have a hierarchy appropriate to behaviour.
- be fair.
- be consistent.
- be appropriate to meet individual needs.
- keep self- esteem intact.

In most instances, e.g. unsettled in class, inattention, running in corridor, etc., **a verbal reprimand by a teacher is sufficient**. In some instances, (e.g. when behaviour is unsettling others) the child may be moved within the classroom. Any significant incidents should be recorded in the Class Incident Record and, if appropriate, will entail a phone call or a note to parents informing them of the problem and outlining how they can provide support.
In order to maintain the environment which, we want for the children we expect and encourage the following behaviour.

Mutual respect- care and consideration.
To achieve this, we will:

- Be friendly and polite.
- Move around the building quietly and safely.
- Follow directions from staff straight away.
- Look after personal and school property.
- Be helpful to those in need.
- Only use acceptable language.
- Put things away in their proper place.
- Always be in the right place.

Action to manage behaviour.
It is the responsibility of all members of staff to monitor the children and to promote positive behaviour. Pupils should be clear of sanctions in the event where there is inappropriate/ unacceptable behaviour.

The following may be considered examples of unacceptable behaviour. (This is not viewed to be a full list.)

- Task avoidance.
- Not following instructions.
- Difficulty working with others.
- Leaving the classroom or school without permission.
- Disruption of teaching and learning.
- Swearing.

- Physical contact, e.g. pushing, shoving, hitting, kicking, fighting.
- Damage to property.
- Unpleasant comments, these may be written, verbal or gestures.
- Property taken without permission.
- Misuse of a digital device.
- Eating/ drinking at an inappropriate time or location.
- Causing emotional distress to others.

Stage 1

Low level behaviour issues.

Behaviour which is effectively managed within the classroom by the class teacher/ classroom assistant/ supervisor (VP/Principal may be informed)	**Sanctions**
• Infringement of class rules/ playground rules • Task avoidance • Speaking out inappropriately • Not following instructions • Disruption of teaching and learning • Unsafe movement • Leaving school grounds without permission • Rough play • Minor bad language • Unkindness to other	• Verbal warning • Verbal reprimand • Private chat with the child • Reminder of class rules, safety rules • Time out in another area/ classroom • Oral apology • Completing task in another area of the room or adjacent classroom • Withdrawal of a play session • Withdrawal of a privilege

A variety/ range of sanctions can be used should the low-level behaviour persist e.g.
First time – warning
Second time – moved within class.
Third time – miss play session.
Fourth time – miss a privilege.
Fifth time – sent to a senior colleague, Vice Principal or Principal (Stage 2).

Children should be allowed to move down the stages as well as up.
Consideration should also be given to keeping children motivated and not feeling that 'all is lost'. If children reach the full extent of these sanctions within, they then move on the next stage.

Teachers should note that behaviour charts will often help to reduce unwanted behaviour and increase positive behaviour if used consistently. Charts should be kept simple, focused on a limited number of issues, and be pitched to permit success- some children will need to be brought forward in small steps.

Stage 2

Senior colleague, Vice Principal or Principal (as appropriate).

More serious behaviour that is not easily managed within the classroom and requires a senior colleague, VP or Principal	Sanctions/Strategies
• Persistent of stage 1 behaviour over a period of time. • Persistently telling lies • Being offensive to an adult/ member of staff • Physically hurting another child with intent • Deliberately vandalizing school or another child's property • Fighting • Verbal abuse including racist/ sectarian remarks • Involvement in bullying behaviour • Threatening behaviour • Causing emotional distress to others • Refusal to complete work in class or cooperate with class teacher/ classroom assistant/ lunchtime supervisor • Outbursts of poor behaviour/ anger in the classroom, etc.	• Withdrawal of a series of playtimes • Removal to another classroom for a period of time. • Loss of privileges e.g. activity • Written apology • A letter home explaining significant concerns. • Telephone call to parents. • Meeting with parents. • Weekly Behaviour Report Chart. • IEP/Behaviour observation chart.

External support will be sought as appropriate (for instance if any underlying special need may be an issue). This may include referral to the Educational Psychologist or to the Behaviour Support team.

Stage 3

Most serious behaviour, involving Principal, parents, child and possible external agencies	Sanctions/Strategies
• Persistent bad language • Repeated and deliberate bullying behaviour • Violence/ causing deliberate injury • Aggression/ violence towards members of staff • Deliberate leaving of school premises • Stealing of school or another's property • Misuse of a digital device	• Principal informed immediately. • In challenging/ difficult situations child will be removed from the classroom into a supervised area (e.g. Principal's office) • De-escalation of anger/ frustration • Parent contacted • Parent meeting • IEP/Behaviour Report Card • Use of Behaviour Support Materials • Involvement of SENCo and outside agencies e.g Behaviour Support Service, Social Services, Counselling service • Risk assessment

If behavioural issues continue or recur on a regular basis an Individual Education Plan may be drawn up in consultation with the Special Education Needs Co-ordinator. Should these efforts fail to achieve a positive outcome, the child, after agreement with parents, will be referred to the RISE Team (P1-P4) and/or the Educational Psychologist for further advice. Where appropriate, support from the EA Behaviour Support Team will be sought.

Use of Suspension

The Principal may decide a period of suspension is appropriate.

Where behaviour has a serious effect on staff or pupils the Principal may decide it is in the best interests of everyone concerned to exclude the pupil from school for a short period of time (1 – 5 days). Procedures for suspension will include written information to parents, EA and Chair of Governors. Parent(s) will meet with the Principal prior to a return to class.

The Final Sanction available to schools is recommended permanent exclusion after discussion with the Education Authority. A Consultation Meeting with Governors, Parents, Pupil, and EA representative will take place prior to a meeting of the full Board of Governors.

Class Incident Records

Whilst this is a 'Positive' Behaviour Policy where desirable behaviour is praised and rewarded, pupils must also be aware that unacceptable behaviour carries consequences and sanctions.
The Class Incident Record is a consistent method of monitoring any unacceptable behaviour at any point during the school day, or indeed any behaviour which negatively affects the school experience of other members of the learning community, which continues into

school. Whilst nonteaching staff have the authority to refer serious incidents these records are maintained by class teachers and will be retained throughout a child's life in school. This will ensure that any serious incidents are kept on file for future reference and can be produced in any event where it is necessary to involve parents or external agencies.

Special Educational Needs and Disability

Children may have particular needs, and we will look to be flexible in our approach in order to help children succeed and to behave appropriately. Help will be sought from external agencies, when appropriate. Teachers in Antrim PS have received training in a wide range of Special Education Needs as well as medical conditions e.g. ADHD, ASD and challenging behaviours etc. We consider all children as individuals and endeavour to be fair, appropriate and balanced in our approach to managing behaviour.

In most cases, unacceptable behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases, children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and the reward/ sanction process. In these cases, different approaches will be necessary and personalized according to the needs of the child.

Lunchtime Supervision

During the lunchtime break the Supervisory Assistants (assisted by the Senior Management Team) are responsible for the supervision of children and the promotion of positive behaviour. Lunchtime supervisors will support the children at play. Equipment will be provided and supervisors will organise games etc for pupil enjoyment. Supervisory Assistants have the authority to deal with matters of unacceptable behaviour by:

- Verbal Reprimand in line with current procedures.
- Standing pupils in a position visible to the supervisor for a period of time.
- Reporting the matter to the Senior Supervisor, Teacher, Vice Principal or Principal.

Travelling to/from School

Children are in School Uniform and as representatives of the school are expected to behave appropriately, at all times. The rules of road safety and of public transport must be obeyed in the context of personal safety. Class teachers advise and remind children of these rules. Parents are responsible for the behaviour of their children who travel to/from school on public transport.

Parents will be informed if reports suggest otherwise and sanctions as outlined may be used if deemed necessary by the Principal.

Rights and Responsibilities

All members of the Antrim Primary School Community have rights but they also have responsibilities. This section of this policy should act as guidance for each member as we strive to make Antrim Primary School a happy, secure and successful school.

RIGHTS	RESPONSIBILITIES
Pupils • To have a voice in school through the School Council • To enjoy a safe, pleasant, well-managed environment • To have problems taken seriously • To be dealt with fairly and consistently • To be happy • To have efforts and work valued • To be able to confide in staff • To make mistakes and learn from them • To experience a broad, balanced and suitably differentiated curriculum and have any special learning needs identified and met • To work and play within clearly defined and fairly applied codes of conduct	**Pupils** • To come to school on time • To work to their full potential • To behave appropriately in class/playground • To treat other children, adults and property with respect • To develop self-discipline and honesty • To complete homeworks • To listen attentively and seek help if needed • To obey teachers, non-teaching staff and substitute teachers • To develop the skill of working independently • To seek help if they do not understand or are in difficulty

RIGHTS	RESPONSIBILITIES
Staff • To be respected by pupils, other staff and parents • To deliver the curriculum in a calm environment free from disruptions. • To expect common courtesies • To be free from confrontations • To be consulted and informed on matters associated with the school • To have a safe, clean, healthy environment in which to work • To have support from Governors/ management/EA/external bodies • To access suitable career structure and opportunities for professional development	**Staff** • To behave in a professional manner • To deliver the NI Curriculum • To create a stimulating, positive learning environment • To develop children's confidence and self-worth • To prepare and mark work • To listen to children and be responsive to their individual needs • To accept each child as an individual • To identify and provide solutions to any problems/learning needs the child may have incorporating SEN Code of Practice, if required • To share with parents any concerns they have about their child's progress or development • Expect high standards and acknowledge effort and achievement • Follow school's guidelines for use of social media

RIGHTS	RESPONSIBILITIES
Parents • To be respected by staff and pupils • To expect common courtesies • To be free from confrontation • To be consulted and informed on matters associated with the school and their child in particular • To be invited to attend school when appropriate • To be invited to support the school as a volunteer	**Parents** • To behave in a respectful and responsible manner • To support their child in learning and positive behaviour • To support the school policies and procedures • To share any concerns with staff • To respect other families • To use social media responsibly

CODE OF CONDUCT FOR PUPILS

General

- Think of others – treat them as you would like to be treated.
- Listen to the teacher, supervisor or other adult and respond appropriately.
- Arrive in school at an appropriate time. Doors open for pupils at 8.40am (staff are not responsible for pupils before this time).
- Play only in the designated areas. This does not include the grassed area at the front of the school.
- When the bell rings:
  - line up carefully
  - stand quietly in line
  - walk quietly to the classroom
- Wet break time and lunch time:
  - choose a quiet and suitable activity to do in the classroom.
- Do not to wear jewellery to school.
- Mobile phones must be switched off during school hours and kept safely in schoolbags.

Movement

Pupils should:

- Always walk within the confines of the school building.
- Move quietly throughout the school.
- Move in an orderly manner regarding their own and others' safety both in school and on visits out of school.
- Obey rules when walking to and using school buses.

Learning

Pupils should:

- Always give of their best.
- Present work of an acceptable standard as agreed with the teacher.
- Listen to and respect the views and opinions of others.
- Complete and present homework when required.
- Have homework signed by a parent/person with parental responsibility, if requested.
- Keep to the expectations for punctuality, attendance, and class rules set at the start of the school year

Communication

Pupils should:

- Raise a hand and await being invited to speak as determined by the teacher.
- Show courtesy when another person is speaking and when visitors enter the classroom.
- Speak respectfully to adults and peers alike.
- Knock, enter and wait for permission to speak when visiting another classroom.

Respect
Pupils should:
- Take care of books, equipment and all aspects of school property.
- Be polite, kind, thoughtful and considerate to everyone.
- Treat all adults and peers with respect.
- Respect the property of others.

At all times the safety of the children is paramount and this is implicit in the rules.

CODE OF CONDUCT FOR TEACHERS (and other School Staff)

Dealing with Pupils
- Demonstrate by example the high standards of personal and social behaviour we expect from our pupils.
- Treat children fairly, consistently, with respect and as individuals.
- Be approachable and prepared to listen to pupils' views and concerns and respond appropriately to their individual needs.
- Share a collective responsibility towards children's safety and good behaviour.
- Develop children's confidence and self-worth.
- Deal firmly and fairly with unacceptable behaviour in accordance with the Positive Behaviour policy.
- Give positive reinforcement to acceptable behaviour.

Dealing with Parents
- Promote positive relationships by showing mutual courtesy and respect.
- Behave in a professional manner.
- Maintain confidentiality.
- Be prepared to listen to parental concerns and deal with these concerns appropriately in accordance with policy guidelines.
- Offer informal meetings by appointment.
- Provide information and feedback to parents in a sensitive manner regarding their children.

Dealing with Other Staff
- Foster mutual respect.
- Be prepared to work as a team.
- Be open-minded.
- Be approachable and prepared to offer support, help and advice.
- Be helpful, encouraging, and supportive to new members of staff.
- Be discreet.
- Assist non-teaching staff to fulfil their individual roles and responsibilities within the school community and to offer support, advice and encouragement when required.

Management Skills/Curriculum

- Show interest in and enthusiasm for the work in hand and in the pupils' learning.
- Create an ordered, disciplined, well-resourced classroom environment.
- Deliver the curriculum in a broad, balanced way.
- Ensure that lessons are well prepared and differentiated according to the needs of the child.
- Use a variety of strategies to deliver the curriculum.
- Identify and seek to meet pupils' special educational needs in line with the SEN Code of Practice.
- Ensure that homework is appropriately set and constructively marked, in line with school policy.

Dealing with Preparation

- Consult regularly within year groups.
- Actively contribute to short, medium and long-term planning in subject areas.
- Hand in planning notes as required to the Principal, Vice Principal or Subject Co-ordinators.
- Disseminate good practice, as appropriate.

Dealing with Pupil Behaviour

- Be familiar and comply with relevant policies when dealing with unacceptable behaviour.
- Put equal emphasis on promoting, encouraging, and rewarding acceptable behaviour.

CODE OF CONDUCT FOR PARENTS

Parents share with teachers a collective responsibility to provide children with the opportunity to maximise their potential.

Dealing with Pupils

Parents should:

- Demonstrate by example the high standards of personal and socially acceptable behaviour they expect from their children.
- Support the school's Positive Behaviour and Addressing Bullying Policies.
- Support school and child by the completion of homeworks/tasks.
- Support the school by reinforcement of acceptable behaviour and completion of sanctions where appropriate.
- Ensure their child attends school unless unwell.
- Ensure their child is punctual in the mornings.

Dealing with Teachers and Other School Staff

Parents should:

- Promote positive relationships by showing mutual courtesy and respect.
- Be prepared to listen to staff concerns and discuss these appropriately.
- Meet with staff at a mutually agreed time.
- Approach the Principal or staff directly if there is an issue with another child or parent – there are safeguarding issues if adults directly approach a child who is not a member of their family.

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, e.g. school counselling where appropriate.
• 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)
• 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 if required

• 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 needs.

Suspension and Expulsion

When appropriate support has been implemented, monitored and reviewed but a pupil's SBEW needs 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 Education Authority'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 voice his or her version of events before any decision to suspend is made. Consideration should be given to the necessity of a parent / guardian being present at any meeting involving the pupil, 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

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

Antrim Primary School will be guided by the above principles acting in line with the school's Safe Handling Policy, staff will:

- 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.