



Building
together
for our future.



Braidside Integrated Primary and Nursery School

Positive Behaviour Policy

*First policy 2005, revised after consultation: June 2008; consultation October 2013,
revised 2017, reviewed/revised April 2019, reviewed Sept 2020*

Ms. J McAuley
Sept 2020

Vision Statement

We aim to work together to support each child in reaching their personal and academic potential within a culture of mutual respect.
2005

School Creed

This is our school
Let peace dwell here
Let the room be full of contentment
Let love abide here
Love of one another
Love of mankind
Love of life itself and love of God
Let us remember
that as many hands build a house
so many hearts make a school

Code of Conduct and Rationale

The school was founded by parents in 1989, and set up to be child-centred, integrated and open to parental involvement. Founding staff and parents worked to establish an ethos which met the best interests of children. The school was set up with a positive approach to discipline and we continue to work to maintain a positive approach to behaviour.

We aim to provide an effective education within a caring school, working with parents to help each child reach their potential. In order to provide effective learning and a comfortable environment for the children we need to maintain a good standard of behaviour.

Our code of conduct and rules pertaining to behaviour can best be summarised through 3 central words:

RESPECT, KINDNESS, RESPONSIBILITY

In keeping with our ethos and integrated principles, our vision statement, our school creed and the values we seek to embed in Braidside, we believe that our positive behaviour approach is one that allows the children to feel important, to feel valued, to be part of the school community, to reach their personal potential and to be proud of their achievements. These 3 words encapsulates our approach towards behaviour among all the members of the school community. We value self-respect, respect for others, respect for property, kindness towards others and personal responsibility for our actions in school. We would aim to share these attributes with pupils, staff, parents and governors on a regular basis and to reinforce them through our behaviour strategies and practices across the school, in classrooms, playground, dinner hall and buses.

During the academic year 2018/19 we have sought to consider whole school nurturing approaches to behaviour and have had staff sessions on the Principles of Nurture. Teaching staff have worked collaboratively to evaluate our practice, establishing what a nurturing school looks like and identified the characteristics of a nurturing approach. Moving forward we aim to provide further training for teaching and non-teaching staff to enable further development of this practice. Our aim is to have a whole-school approach to behaviour which is positive, holistic, meets pupils' needs and promotes resilience for pupils.

Home – School Partnership

The school will aim to be a warm, welcoming place where pupils are treated fairly and with respect. The school will keep parents well-informed and involved, give pupils advice, and respond promptly to any concerns, including pupil relationships and progress.

We ask parents to support school policies, make sure that the children show respect for others and for the school rules, and keep in touch with the school. Please support homework and make sure that your children bring what they need for school.

Pupils should attend school as consistently as possible, arrive on time with their homework done, respect others and show kindness to all. We expect pupils to behave sensibly and to work well in class.

In addition, as an integrated school, staff will work to provide a shared, caring environment and to build the self-esteem of pupils. We hope that many parents will support the school in additional ways, such as by lending support and help, joining Parents Council or standing as a parent representative on the Board of Governors, and helping to run school community events.

We expect all members of the school community to treat others respectfully and with kindness and to support this positive approach.

A copy of the Braidside IPS Home- School Agreement will be issued at the start of each academic year.

The Role of Staff:

Staff

- Will treat the children with respect.
- Provide a welcoming and comfortable environment.
- Provide a good match of work to the child.
- 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.

Code of conduct for 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:

- Be kind and thoughtful to others.
- Behave well in school and going to and from school.
- Settle to work in class and share well.
- Stay within the areas which are designated as safe for the pupils; i.e. within the green-gated area.
- Play safely and be kind to others.
- Children should avoid entering an unsupervised area; e.g. the classroom, playground before supervision is available in the morning.
- When lining up in the morning, at break and lunchtime, children should stand quietly and patiently
- 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.
- Foul and inappropriate language should not be used at any time.

Travel

- Use seat belts (if fitted) when travelling by bus or car.
- Stay in your seat when on a bus and behave well.
- Keep 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 inappropriate 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 about school and encourage your child to behave well.
- Ensure that your child attends school regularly and arrives on time.

We appreciate it if you get in touch 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.

School Grounds

Always be aware that the school grounds were not designed to cope with a large number of vehicles. Please do not park anywhere in the grounds other than in parking bays. Please never drive past the turning circle- other areas are pedestrian walkways.

Please take care at all times when on the school premises, particularly if attending a meeting after dark.

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 take 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

Promoting Good Behaviour

We reward and celebrate achievement and good behaviour in a number of ways.

In class:

- Staff compliments; spoken and/ or written.
- Reward time in the playground or through a fun activity
- Individual/ group prizes for work, effort or positive behaviour
- Showing/ sharing their work/ positive behaviour with classmates, another member of staff or the Principal
- Positive notes home
- Telephone call made to parent
- Award charts for the collection of stamps. Ten stamps earn a reward and a certificate to take home.
- Class Dojo points system
- Each class has its own system for marking and rewarding the good behaviour of the class in general e.g. stickers, stamps, badges, points system
- Extra privileges such as giving additional jobs or responsibilities are used to both reward and encourage positive behaviour.
- Attendance awards; stickers, monthly tea party with the Principal for the class with the highest attendance; end of year tea-party for those achieving 100% attendance.

- Circle time is used to discuss and celebrate positive behaviour.

In assemblies

- The children have opportunities to show good pieces of work, talk about their achievements and interests, and share special class projects.
- A Merit Assembly is held every two weeks when certificates are presented to a number of children for achievement and good behaviour.
- Celebrations assemblies are held at the end of each term; where children are recognized for kindness, positive behavior and contributions to school life.

On display

- Wall displays are used to present and celebrate the children's work and achievements.

End of year

- Annual school awards are presented at the end of each school. These include awards for kindness, positive behavior and courage.

A positive environment

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness and recognition of individual need and worth includes the following characteristics.

- A positive climate that relies upon and promotes reward and praise rather than criticism and sanction.
- The example set by members of staff in their relationships and communications with children.
- The support and relationships that members of staff have with one another.
- The sense of community within the school and that all children are ambassadors for us.
- Interesting and well-prepared lessons that cater for individual need.
- A colourful and stimulating environment in and around the school building.

Peer Mediation

The school has in place a long established Programme of Peer Mediation. Each year during the third term Primary 6 children completed a Programme of Peer Mediation

training; which enables them to find fair and appropriate solutions to small conflicts which arise in the playground.

Peer mediators are identifiable each day in the playground through the use of a yellow band.

Buddy System

The Buddy System was launched in 2018-19. Each Primary 1 child has a named Primary 7 buddy. The buddy assists with the transition to school; being available for playtimes, sitting with the P1 children in the dinner hall during the first few days they stay for lunch and generally assisting them with various activities through the course of the year. As well as adding in the successful transition to P1, the Programme also enabled P7 pupils to have an opportunity to demonstrate positive behavior, and experience aspects of leadership in school.

Sanctions

In order to maintain the environment which, we want for the children we expect 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.
- Be in the right place at all times.

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 behavior.

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

*Smoking

*Property taken without permission

*Illegal drugs,

*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 (Principal may be informed)	Sanctions
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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, deputy 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 behavior 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	Sanction/ Strategy
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 (Report will be reviewed on a weekly basis)• ABC- 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	Sanction/ Strategy
<ul style="list-style-type: none">• Persistent bad language	<ul style="list-style-type: none">• Principal informed immediately.

<ul style="list-style-type: none"> • Repeated and deliberate bullying behaviour • Violence/ causing deliberate injury • Aggression/ violence towards members of staff • Deliberate leaving of school premises • Smoking • Stealing of school or another's property • Illegal drugs • Misuse of a digital device 	<ul style="list-style-type: none"> • In challenging/ difficult situations child will be removed from the classroom into a supervised area (Principal's office) • De-escalation of anger/ frustration (calm time/ quiet time) • Parent contacted • Parent meeting • Completion of note of concern • Behaviour Report Card • Involvement of outside agencies e.g SENCo, Social Services, Counselling service • Risk assessment • Risk reduction plan • Use of Rathmore Behaviour Materials
---	--

In the case of extreme behaviour or where significant poor behaviour continues the Principal will begin a process of:

1. fixed- term suspension
2. permanent exclusion

It is good practice to have issued a written warning about possible loss of a significant privilege (such as going on a class trip), suspension or exclusion before the sanction is triggered, except in the rare event of sudden extreme behaviour. At all times children should be given the opportunity to move out or back through the stages. Where there is improvement the child will be praised.

Special Educational Needs and Disability

Children may have particular difficulties and we will look to be flexible in our approach in order to help children succeed and learn appropriate behaviour. Help will be sought from support agencies such as the schools' psychology service when appropriate. Teachers at Braidside IPS have received training in a wide range of Special Education Needs as well as medical conditions e.g. ADHD, ASD, Attachment Theory and challenging behaviours. We consider all children as individuals and endeavour to be fair, appropriate and balanced in our approach to managing behaviour.

In most cases, difficulties with 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.** Some possible options for supporting children who fall into this category include are given below.

Individually adapted reward cards and stickers may usefully be used as some children will respond to individual rewards tailored to their interests and level of concentration.

Mentoring – some children will find it difficult to work with a number of people but may benefit from establishing particular links with one individual in the school who can act as a mentor.

Where behaviour is likely to erupt, the mentor's support might be requested to help talk to the child and pre-empt any further difficulties.

Providing responsibilities – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger children with a task, being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them.

It is worth remembering that for some of these children: **friendships and relationships** are crucial. They may develop a particular rapport with any member of the school community –this should be built into the support for the child.

For some children praise is not part of their normal expectation and as such they can find it difficult. This might be seen where a child is close to obtaining a major reward only to fail at the last moment.

Quickly administered incentives very closely linked to the desired behaviour should be considered. It might also be appropriate to "freeze" rather than remove rewards which have been earned for positive work, behaviour or effort. This can help to remove the "self-fulfilling prophecy" of constant failure.

For a small number of children actions are not easily linked with consequence – their pattern of behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence.

Feeling 'cornered' will result in extreme reactions.

There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with children with Social and Emotional Behaviour Difficulties. They should also be given counseling as appropriate and provided with

encouragement to reflect on their behaviour. Every attempt should be made to avoid the escalation of problems through direct confrontation or ‘backing children into a corner’. Children should be encouraged to consider and discuss their own feelings, the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion. SEBD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them.

Links with Other Policies:

Pastoral care Policy
Safe-guarding and Child Protection Policy
Addressing Bullying in Schools Policy
Use of Reasonable Force Policy

Monitoring and Review

The Board of Governors monitors the Positive Behaviour Policy and procedures. An annual report is provided to Governors. They will take into account any local legislation, circulars issued by the Department of Education to modify and/or review this policy.

The Policy was updated in May 2019.

It is to be ratified by Governors in June 2019 and then will be made available at the start of the next academic year. A copy of this key document may be downloaded from the school website.

It will next be reviewed in 2022 or before if necessary.

Covid-19 Addendum September 2020

The principles as set out in Braidside IPN 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 Braidside IPN 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 induction sessions, circle time, stories, class discussions and other suitable approaches. Communication will be tailored to be age-appropriate and take account of pupils with special educational needs and/or disabilities.

Expectations for behaviour will be clear - We will teach pupils that they have a responsibility to keep themselves and others safe, physically and emotionally. We will apply our expectations consistently and fairly so that pupils know the consequences of their behaviours and support will be provided to ensure all pupils are able to meet these expectations.

Routines and behaviours will be taught - Routines and expectations for behaviour will be taught and modelled by all. Our aim is to support the school community in a trauma informed way, therefore **first and foremost behaviour will be seen as communication**. Behaviour that challenges is not seen as a choice, but as communication of an unmet need. The school community will strive to understand the function behind the behaviour and offer support.

Supporting emotional health and wellbeing - We will seek to reconnect and rebuild relationships and focus on the emotional health and wellbeing of the school community by promoting connection and communication, predictability and providing opportunities for movement before focussing on the academic curriculum.

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

Parents/guardians will be kept fully informed ~ We will continue to nurture close relationships and ensure that appropriate and effective measures are in place for communicating the new system in place around the behavioural changes expected upon return to school. The school will encourage parents/guardians to share concerns and we will respond.

A proactive and supportive approach will be taken ~ we will look at patterns of behaviour and anticipate risks, we will continue to update/implement Risk Reduction Action Plans as required, to support pupils.

Behaviour for Learning

We will celebrate the resilience of pupils in how they deal with the demands of Education Restart. It is important to continue to praise and reward the expected behaviour within school.

There are occasions when behaviours which are neither safe nor conducive to learning occur. In order to promote positive behaviour, the school community will seek to reduce tension and anxiety by actively promoting de-escalation strategies.

To support pupils' reintegration a range of supports will be implemented consistently across the whole school, proportionately and fairly:

- *emotion coaching, i.e. talking with 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

Full guidance details of Braidside IPS Restart Plan 2020-21 can be found on the school website (www.braidside.co.uk- home page). Within this document are included the school's current arrangements in relation 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.*
- *staggered 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*

- *signs/posters/visual prompts displayed throughout the school as reminders of the new safety measures*

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 service 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) and/or;
- Special Educational Needs and Disabilities (SEND)

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

Reasonable adjustments may include, but are not limited to:

- *preparing pupils for new routines, this could include a visit to the school/video/visuals/leaflet etc.*
- *identification of a key member of staff to act as point of contact who will provide support when needed*
- *additional support at break and lunch time*
- *adapted resources 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
- address serious health-related issues of non-adherence to COVID-19 measures, such as coughing and spitting at others through the implementation of a RRAP

Suspension and Expulsion:

When appropriate support has been implemented, monitored and reviewed but a pupil's SBEW continues to cause significant risk to self or others in the school community, a short period of suspension may be considered to allow time for a Risk Assessment and the development of an appropriate RRAP. As part of a planned return to school following a suspension, parents/guardians will be requested to attend a meeting with the Principal (or their representative) to agree the implementation of the RRAP. If, when all appropriate supports and guidance have been implemented and reviewed, a pupil continues to be unable to follow the safety rules, the Principal may, consider alternative arrangements to formally suspend a pupil for a fixed period or, as a last resort, move towards expulsion proceedings

<https://www.education-ni.gov.uk/articles/suspensions-and-expulsions>

Note, *suspension should therefore be considered only after:*

2.1a period of indiscipline

The school must maintain a written record of events and of the interventions of teachers, contacts with parent / guardian and any requests for external support from the EA's Education Welfare Service, Educational Psychology Service or other applicable EA services; and / or

2.2a serious incident of indiscipline

The school must have investigated and documented the incident. The investigation should include an opportunity for the pupil to be interviewed and for his or her version of events to be given before any decision to suspend is made. Consideration should be given to the necessity of a parent / guardian being present at an interview particularly if the child is of primary school age.

Extract from Approved EA Scheme: <https://www.eani.org.uk/publications/school-document/2015-0513-approved-ea-scheme-for-the-suspension-and-expulsion-of>

NB. There is a statutory requirement for schools to arrange for the provision of suitable education for registered pupils of the school when they are suspended, regardless of the length of suspension or reason for the sanction.

<https://www.education-ni.gov.uk/publications/circular-201125-education-suspended-pupils>

Safe handling: Use of Physical Intervention

In the present COVID-19 circumstances while it is unlikely that school staff would choose to use physical intervention, there may be times when physical intervention is deemed necessary as per Article 4 of the Education (Northern Ireland) Order 1998, enabling a member of staff to prevent a pupil from: a. committing an offence; b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise. See the Regional Policy Framework on the Use of Reasonable Force/Safe Handling:

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

Braidside IPN 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*