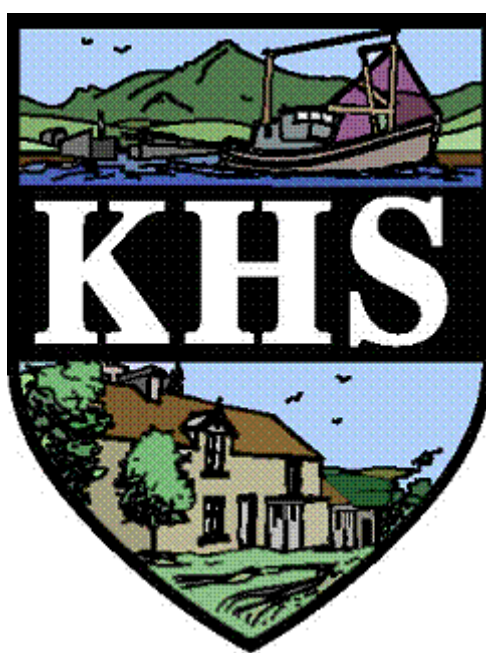


KILKEEL HIGH SCHOOL



ADDENDUM TO POSITIVE BEHAVIOUR POLICY

September 2020

The principles as set out in Kilkeel High School's 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 Kilkeel High 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

Kilkeel High School recognises the impact trauma such as that experienced during the Covid pandemic can have on all members of the school community and is cognisant of the following principles:

- 1. Clear communication supports and builds confidence and re-establishes a sense of familiarity** - Appropriate and effective measures are in place for communicating and involving pupils regarding their expected behaviour upon returning to school. These will include video tours, a restart booklet and PowerPoints. Communication will be tailored to be age-appropriate and take account of pupils with special educational needs and/or disabilities.
- 2. 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.
- 3. 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**. The school community will strive to understand the function behind the behaviour and offer support.
- 4. 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.
- 5. Mutually respectful relationships are key** - Relationships, showing empathy and feeling safe will continue to be prioritised.

6. **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.
7. **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. The 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;
- access to school counselling, as required;
- access to the Education Authority Youth Worker, as required;
- offering time to reflect and plan for better choices

New Procedures and Routines

Full details of the procedures and routines in place to keep everyone safe and to minimise risk can be found in our school Restart document. Further information about the requirements of schools can be found here:

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

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

Emotional Health and Wellbeing

A whole-school approach will be taken to promote emotional health and wellbeing and will involve all members of the school community actively working together in partnership to achieve this outcome through delivery of the curriculum by:

- creating an 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 through the deployment of an EA Youth Worker;
- referral to the school counsellor;
- 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/video/visuals/leaflet etc.
- identification of a key member of staff to act as point of contact who will provide support when needed
- additional support at break and lunch time
- adapted resources
- liaising with EA Support Services, e.g. Autism Advisory and Intervention Service, Psychology Service, Primary/Post-Primary Behaviour Support & Provisions
- liaising with external agencies as appropriate e.g. Child and Adolescent Mental Health Service, Social Services, Health and Social Care Trust, Family Support Hub.

Responding to ongoing concerns together with the pupil:

- review, amend and implement support strategies and, through consultation with school staff and parent/guardian, agree a plan which is in line with Special Needs Code of Practice and the school's Special Educational Needs Policy

- if appropriate, complete a Risk Assessment and develop a Risk Management Plan. 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 RAMP.

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>

Kilkeel High 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

SLT will consistently monitor and review the procedures put in place to adequately ensure they meet the needs of the school community and are in line with the most up-to-date advice available.

Feedback from staff and pupils will be used to inform practice and guide adjustments to procedures and routines and make improvements as appropriate.

Useful links

Trauma information:

https://pureadmin.qub.ac.uk/ws/portalfiles/portal/168356931/ACEs_Report_A4_Feb_2019_Key_Messages.pdf

<https://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>