



Tandragee Junior High School

Positive Behaviour Policy

Reviewed by Mrs D L Inns (VP Pastoral/Curriculum): 19th October 2019

Date ratified by Board of Governors: June 2019

Addendum in relation to Covid-19 - October 2020

Date of Review: October 2022

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POSITIVE BEHAVIOUR POLICY

1. Tandrage Junior High School Mission Statement and Core Values

In Tandrage Junior High School we strive to promote positive behaviour and attitudes and ensure that all pupils are rewarded for their overall contribution to the school. The Mission Statement of this school has been formulated and agreed by the Board of Governors and all members of staff.

“To instill in pupils the core values of Care, Courtesy and Consideration in a Christian ethos and to promote positive attitudes to learning by encouraging each pupil to develop holistically.”

Pupils are encouraged to take pride in their school and community and in turn, pupil voice and opinion is central to policies and procedures. This makes a major contribution to positive behaviour throughout the school and is reflected in school life every day. All pupils are encouraged to work hard and develop competence in a range of life skills required in their personal, social and working lives, while becoming responsible, caring and compassionate individuals. Our school motto of “Care, Courtesy and Consideration” epitomises our ethos. The School Code of Conduct (see below) reinforces the 3 “Cs”, is found in all pupil diaries and in Induction booklets. It encourages all pupils to act sensibly, do their best at all times and states clear expectations under the heading of the 3 “Cs”

CODE OF CONDUCT

ACT SENSIBLY AND DO YOUR BEST AT ALL TIMES

Care

- *take pride in your possessions and personal appearance*
- *take care of all books and class equipment*
- *always treat other people’s possessions carefully*
- *be careful when playing so as not to cause injury to yourself or others*
- *do classwork and homework carefully and neatly*

Courtesy

- *be on time for class*
- *be courteous and give way to visitors and staff*
- *show good manners when you speak - ‘please’ and ‘thank you’ are important words*
- *take pride in your work*

Consideration

- *behave in a sensible manner when travelling to and from school*
- *keep the playground and school tidy. Use litter bins*
- *tell the truth at all times*
- *It is the responsibility of each pupil to keep up to date with school work*

Likewise, on occasions, pupils who do not conform to the standards required in school will face the consequences of their actions. A framework for maintaining positive behaviour is reflected in the classroom through the use of the three “Cs” in the form of giving pupils a chance or choice to change a particular behaviour or a consequence will be allocated.

2. BOG Written Statement of Principles

The school policy is based on the following principles after consultation

1. A proactive pastoral care system
2. Effective home/school liaison involving the development of good relationships with parent/guardians, involving them in the partnership of promoting positive behaviour.
3. Positive behaviour managements being the responsibility of all staff who understand and apply consistently the agreed procedures
4. Acceptance of the school Code of Conduct by pupils and parents/guardians on enrolment
5. The maintenance of positive relationships between all members of the school community
6. An established hierarchy of rewards and consequences in which the use of rewards will be more prevalent than the consequences
7. Recognition of what is desirable and undesirable in terms of behaviour
8. The recognition that a sanction is applied in response to undesirable behaviour and is not a comment on the pupil.
9. The application of staff referrals (pastoral or academic) from Teacher/Form Teacher to Head of Department /Head of Year to Senior teacher to Vice-Principal to Principal to Board of Governors/EA.

3. TJHS Ethos statement with Policy's overarching aims

At Tandragee Junior High school, we aim to establish a hard-working, positive and caring atmosphere. Central to the creation of this environment is a commitment to Christian values with the following Ethos embedded in our school vision.

Ethos Statement: We are a learning community with strong Christian values and a family atmosphere where parental support and involvement is encouraged. Celebrating individual, group and whole school success is important to us. We believe the effective pastoral care of our pupils is pivotal to the success of the individual and the school.

Aims

1. To create a positive, caring environment which promotes effective teaching and learning
2. To encourage all pupils to fulfil their full potential - spiritual, physical, social, creative and emotional
3. To establish a caring, supportive community which enhances the pupils' self-esteem and fosters self-esteem, respect for others, respects for authority and good manners
4. To encourage pupils to take personal responsibility for their own behaviour and learning through stimulating the development of the attitudes and qualities of initiative, self-motivation, self-confidence, self-reliance, self-esteem, self-discipline and self-control.
5. To encourage the development of the pupils' interpersonal skills and their ability to work co-operatively with others (staff and pupils) to resolve problems and potential or actual conflict
6. To enable pupils to develop strategies to respond appropriately to situations affecting their welfare
7. To ensure pupils feel safe and secure and equally valued in a welcoming community

4. A set of outcomes for learners

At TJHS we all actively work together to create a positive impact on the educational journey of all pupils in order to ensure they will all experience positive outcomes in the following areas:

1. Positive Personal development – happy, secure, confident, resilient, thrive, self-esteem, curiosity and creativity nurtured
2. Positive Academic achievements – achieve, grow, develop, inspire, succeed, pride in learning, rewards, life - long learners
3. Positive Contributors to society – caring and active citizens, shared sense of purpose, reach potential

Procedures have been put in place to track, monitor, evaluate and review how effectively the policy is delivering the outcomes. Through the promotion of the Positive Behaviour policy, a climate will be created that:

- Promotes learning for all pupils
- Makes it easier for teachers to teach effectively
- Enhances the pupils' self-esteem and fosters self-respect and respect for others
- Encourages independence by accepting the need for self-discipline, self-control and taking responsibility for their own behaviour
- Develops the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential conflict
- Has the endorsement and active support of parents

Pupils are consulted through questionnaires, School Council, Prefect meetings, School website, Facebook, Emails, School Assemblies, etc. on an annual basis as pupil voice is paramount in ongoing policy development and review.

Staff are given opportunities to feed into policy development during School Development days, Staff meetings/briefings, Pastoral Leadership team, Senior Leadership team and Board of Governors. Newly appointed teachers are made aware of the PB policy & procedures by the HoY/ST and the VP/ Teacher Tutor will inform student teachers about the policy. Governors are presented with an evidence based annual report on how effectively the policy is delivering its outcomes through Sims Behaviour Management data (Achievement and Behaviour), House results, Rewards, Suspensions, etc.

Parents/guardians are given the opportunity to inform and guide ongoing policy development during Information evenings, Parent afternoons, surveys, School website, FB, School email, letters home, etc.

Annual I-SEF, whole school development plan and audit involving all stakeholders also form the basis to address concerns, inform and guide amendments to the Positive behaviour policy and procedures.

Evidence is provided from pupil work, homework, displays, achievement points, pupil of the month, behaviour charts, house points, academic results, CCS data, TS & PC comments, PASS data, School website and school social media, IEPs, Interim reports, behaviour reports, etc. This evidence is monitored throughout the academic year from a daily to annual timescale and throughout their school life at Tandragee Junior High.

The Pastoral Leadership Team, led by the VP, will revisit all pastoral policies as part of the plan, do and review process in line with EA legislation.

5. Class Behaviour Management plan

The following TJHS General School Rules were agreed through whole school consultation and debate. They are easily monitored, included in pupil diaries and Induction booklets and are enforced fairly and consistently by all staff.

Tandragee Junior High School GENERAL SCHOOL RULES

- 1 Take pride in your possessions and personal appearance.
- 2 Full school uniform must be worn at all times.
- 3 Take care of all books and class equipment.
- 4 Make sure all property is clearly marked with your name and class.
- 5 Always treat other people's possessions carefully.
- 6 Be on time for class and always walk quietly in the corridor in single file and on the right-hand side.
- 7 Use the correct entry door after break and lunch.
- 8 Be courteous and give way to visitors and staff.
- 9 Do not go into a classroom until the class inside has left.
- 10 Go to the toilet at break and lunch time.
- 11 If indoors in bad weather, sit quietly in the designated cloak areas or Canteen.
- 12 Be careful when playing so as not to cause injury to yourself or others.
- 13 You must behave when you are travelling to and from school.
- 14 Keep the playground and buildings tidy. Use appropriate bins for litter.
- 15 When speaking, take pride in the way you speak and tell the truth at all times.
- 16 Show good manners when you speak – 'please' and 'thank you' are very important words.
- 17 Take pride in your work by completing classwork/homework carefully and neatly.
- 18 Make proper use of your homework diary.
- 19 It is the responsibility of each pupil to keep up-to-date with school work.
- 20 If you do not understand something, ask your teacher or form teacher to explain it.

'BE A GOOD AMBASSADOR FOR THE SCHOOL'

5 a) A set of class values

Our shared values ensure that all pupils: -

- are happy, hard-working, support each other, achieve, celebrate successes, ask for help when needed, are challenged, motivate and want to succeed
- value each other's work & opinions, have a positive attitude, behave responsibly, co-operate, participate in class, and meet deadlines
- include everyone, keep each other safe both physically and emotionally & reflect on progress

5 b) A set of agreed rights and responsibilities – pupils, staff, parents/guardians.

In class everyone has the right to learn, be safe – physically and emotionally and have a voice – views sought and listened to. All pupils have a responsibility to behave in ways which everyone:

- learns without interruption
- is safe both physically and emotionally
- has their opinions listened to

Both pupil and parent/guardian are required to sign the application form for admission to TJHS and agree to the school rules currently in force. During our Educational Experience day, VP Primary Marketing days and Open evening, both pupils and parent/guardians learn about some of the aspects of the positive behaviour management. All pupils have access to the school Code of Conduct and Rules in their homework diary and this is discussed more fully during their Induction days with their Form Teachers. All Year groups are reminded subsequently and periodically through HOY, ST, VP and P, Assemblies and, where the need arises, through other pastoral structures.

All staff have the responsibility to be proactive in the positive behaviour management plan and when applied consistently by all staff will help to create and maintain an environment in which the safety and well-being of staff and pupils is paramount.

5 c) A set of acceptable behaviours which facilitate learning

Within each General Learning Area, teachers will promote and reinforce desirable learning behaviours which will enable everyone in the classroom to learn and enable the teacher to teach. All pupils are expected to adhere to the general school rules and in class are asked to listen, follow instructions and co-operate at all times. Positive behaviours are consistently promoted so that:

- Teaching and Learning time is maximised
- Positive relationships are promoted
- Partnership approach is facilitated
- The best possible environment for pupils to reach their full potential is created
- Positive morale is improved for all
- Individual progression is identified, reinforced and developed
- Rewards are allocated and experienced by all pupils

5 d) A set of unacceptable behaviours which block learning

At Tandragee Junior High School, it is a priority that staff, parents and pupils work together in partnership. We strive to be fair to every pupil in our care. Any decisions taken regarding serious breaches of discipline are thoroughly investigated. In the light of all information at our disposal, we will make an informed judgement.

APPROPRIATE CONSEQUENCES

Late or Missing Homework:

First occasion: Warning by subject teacher and homework should be brought to the teacher on the following day. SIMS Behaviour point/s may be allocated

More than once: Homework with additional appropriate work to be done at home. 'Behaviour points' issued on third occasion and school rules/extra work given.

Frequent problems: Subject Teacher will report the matter to the Head of Department/Form Teacher for investigation.

Late arrival: If explanation is not acceptable, extra work relevant to the subject
To Class: missed will be given at home, at break or after school.

To School: On 3rd occasion the pupil will do a Monday lunchtime detention with Head of Year - 12.20 – 12.40pm. Parents are informed via letter.

Persistent lateness: Parents will be invited to discuss the problem with a member of senior management

Eating in Class: Food/Fizzy drinks will be confiscated and returned if necessary. Chewing gum and sweets will be put in the bin.

Insolence, Bad Language, Disrespect: Detention either at break, lunch or after school. The use of foul or abusive language to a member of staff or fellow pupil may warrant suspension. Completion of a 'major' incident form.

Violence, Stealing: Interview by Principal and/or Vice Principal with pupil and parents. In cases of violence, pupils may be excluded from the school.

Damage to Property: All damage has to be paid for. Parents will be interviewed in the case of serious damage. Lost or damaged books must be paid for by the pupil.

Graffiti: Removal with glass paper or by washing during after-school detention.

Class Disruption: Teachers will commend positive behaviour and remind all pupils of the relevant desired behaviour. This may be addressed as a verbal reminder in the first instance and teachers may use various strategies such as 2 stars and a wish (2 positives and address the undesired behaviour). In cases where a pupil's continuous misbehaviour

disrupts normal class learning, the pupil may be spoken to on a one to one basis and in certain situations, they will be removed from class and sent to either the Buddy Teacher or subject HOD/HOY or SLT to complete their work.

Serious Disruption: Where teachers continue having difficulty with a pupil after parents have been consulted, the pupil will be excluded from class until he/she is prepared to adhere to the School's normal Code of Conduct and Discipline. Parents may be invited to school to witness behaviour in class/playground etc. Pupils may also be referred to outside agencies e.g. Behavioural Support Team. A Behavioural plan/IEP may also be drawn up as a means of support.

Bullying: All reported cases of bullying must be recorded on a BCAF ('Bullying' Concern Assessment form) and kept electronically. If, after counselling by the Form Teacher, the person displaying the bullying behaviour persists in having a behaviour problem, parents will be consulted in case the pupil requires professional help beyond the expertise of staff. Any incident of bullying must be reported to the Form Teacher, Head of Year, Senior Teacher, Vice Principal or Principal by a pupil or parent so that preventative measures can be taken without delay. (See Anti-Bullying policy)

Mobile Phones/Digital

Devices: Any pupil with a mobile phone/digital device switched on will have it confiscated. After the third offence a detention will be issued and the parent/guardian will be required to collect the phone/device from the Principal at the end of the day. The use of mobile phones/digital devices to make audio/video recordings is not permitted and may be treated as a serious offence.

5 e) A set of classroom rules and routines.

Classroom rules may vary in each General Learning Area and ensure that all pupils are learning in a safe environment. An example of Classroom rules are as follows: -

- I. Arrive on time, quietly with the necessary books and equipment*
- II. When the teacher gives instructions: stop, look and listen, then, do as you have been told.*
- III. Raise your hand if you wish speak and wait patiently for the teacher's attention. One person speaks at a time.*
- IV. Do your own work and do not disturb others*
- V. Eating and drinking (except water) allowed only at Break time and Lunchtime.*

5 f) A set of agreed class rewards used to acknowledge and confirm compliance with agreed class behaviour and management plan

In order to monitor pupils' behaviour, attitude and application, a Class Report Book is in operation. This follows the class and is the responsibility of the Class Form Captain/s. In this book, the subject teacher can record positive and inappropriate behaviour which will inform the Form Teacher, who in turn, will deal with any incidents appropriately and effectively. All achievement and behaviours equate to points which are recorded on the SIMS school Management Behavioural programme and are linked to the School House system.

'Class': Pupils may be commended for their work and behaviour through verbal and written praise during lessons. Teachers may record certain work or mention pupil(s) in the Form Class Book/Sims so that the positive reinforcement is consolidated by the Form Teacher. Reward systems are used by individual department and teachers. Pupils' work is displayed inside and outside the classroom in order to encourage pride in their work. TJHS continues to celebrate the success of all pupils through photos, school media e.g. School website/Facebook, school TV, E-zine, assemblies and photo albums. Many departments award points linked to particular subject work, assessments, coursework, examination results, tests e.g. English spelling tests, French or Spanish vocabulary tests, etc.

'Pupil of the Month': On alternate month a pupil from each class is chosen for this major commendation depending on the overall contribution he/she has made. This takes place in Assembly time and is an opportunity for the whole school to celebrate the success of our pupils. Certificates are presented with parental postcards which contributes to the House points (See Appendix 10.3) and pupil names are displayed on the House Noticeboard

'Pupil of the Month/House competitions':

September	Good Manners
October	Subject House Competition
November	Endeavour/Positive Attitude
December	House Christmas Quiz
January	Perseverance
February	Subject House Competition
March	Communication (Verbal/Written)
April	Subject House Competition
May	Care, Courtesy and Consideration
June	Sports' Day events

House PE Competitions – Cross-country/Tug-of-War / Hockey/Rugby/Volleyball, etc. are ongoing throughout the year and pupil participation is recognised through the House points

system. The House Cup is presented to the winning House captains at the final assembly each year.

‘Achievement Points’: Pupils who contribute positively in class/school will receive points. This is also linked to the ‘House System’ as the pupil has the opportunity to gain points for their specific House – Manchester, Mandeville and Montague. Pupils may trade in their “net” points for Prizes at the end of each academic year and these are reviewed by our school council and prefects on an annual basis. The winning house will receive a special treat at the end of the academic year and at the end of each term individual pupils may receive a reward having acquired a particular amount of achievement points. **Trade in points/boundaries are subject to change.**

Prizes	Equivalent points
£10 voucher	600 (and above)
Hockey ball/football/rugby ball/volleyball	500
Pair of cinema tickets	400
£5 gift voucher	300
Paper hole punch/pkt 24 colouring pencils/stationary set	200
Confectionery (large)	100
Confectionery (small)	75

‘House Leader Board:

Pupils who are given the opportunity to hold the positions of responsibility, e.g. House Captain or House Vice-Captain for Manchester, Mandeville and Montague contribute and help organise extra-curricular activities for the whole school. They promote the House leader Board on a bi-monthly basis as the points are updated on the House Board. The school tie supports the house colour with the corresponding stripe: -

Manchester tie – red

Mandeville – blue

Montague – yellow

“School rewards”

- Positive Comments at parents’ meetings
- Attendance at important school sporting, social functions, prize evening and other events throughout the academic year
- The opportunity to hold a position of responsibility, e.g. Senior Prefect, School Prefect, House Captains/Vice-Captains, Form Captain, School Council member, posts in clubs, committees and societies
- The opportunity to represent the school e.g. Sports teams, subject Competitions, Choir/Orchestra/Musical items, Work experience.
- Public acknowledgement of achievements through Year group and Full school assemblies, school E-zine, local press, School website and social media.

“Range of rewards” This is kept under review and the school is committed to encouraging student consultation in this through the use of the School Council. Following Pupil Questionnaires and School Council Consultation, the introduction of reward tokens have been introduced as an incentive in the form of “Top of the Queue” and “Break voucher of monetary value” (Appendix 10. 2)

5 g) Consequences

Consequences are also in place to ensure that pupils’ work, behaviour and progress are maintained and to acknowledge and deter non-compliance with agreed positive behaviours. The consequences imposed will be reasonable and proportionate and will be applied in a fair and consistent manner and will focus on the behaviour, rather than the pupil. However, it is acknowledged that a degree of flexibility may be necessary in order to take account of an individual pupil’s circumstances. The consequences are as follows –

- 1 **Extra Work:** This may take the form of written work/break-time/ subject detention. Staff will allocate relevant work from a variety of topics relevant to the sanction
- 2 **Behaviour Points:** In the event of a ‘minor’ incident, e.g. late homework, subject teachers will issue ‘behaviour points’ on SIMS and an appropriate consequence to pupils. These will be collated by the Form Teacher. Once a pupil has -25 behaviour points they are placed in Wednesday detention by their Form Teacher. This takes place from 2:50 – 3:50 and is supervised by subject teachers on a weekly rota basis (see Appendix 10.5)
- 3 **Detention:** A pupil will be kept in for a period of one hour after school by the teacher concerned. Parents/Guardians will be notified in writing of this at least 24 hours before the day of detention. This decision will be taken mainly by the Form Teacher who is informed via the Class Report Book or the issuing of ‘behaviour points’ by subject teachers. Parents collect

their son/daughter at 3.50pm. If behaviour points are issued, a consequence must be given by the subject teacher e.g. written work such as a set of school rules or extra work. (see Appendix 10.5)

- 4 Vice-Principal's Detention** Pupils attend a VP detention once they have reached – 75 SIMS behaviour points. This also is for more serious and/or recurrent behaviours and is held on Thursday from 2.50pm until 4.20pm. Parents/Guardians collect their son/daughter at 4.20pm. (see Appendix 10.5)
- 5 Principal's Detention** This is held on a Friday from 2.50pm until 4.50pm. Parents collect their son/daughter at 4.50pm. Once a pupil has reached -100 points or more through the SIMS Behaviour system they are placed in a Principal's detention. (see Appendix 10.5)
- 6 Independent Learning** Pupils may be required to spend a period of time with a senior member of staff in order to support their learning on a one to one basis. An alternative time-table also may be allocated to individual pupil/s in order to reinforce general learning areas.

Reports:

Interim Report An Interim report may be collated at any time during the year in order to gauge the positive achievements and behaviour of a particular pupil in all areas of school life (see Appendix 10. 7)

Form Teacher's Report: This school operates a Personal Report book in the event of unsatisfactory behaviour or having reached -50 SIMS Behaviour points. This Report book will be taken to each class by the pupil and the Form Teacher will set targets to bring about a positive change in effort, attitude or behaviour. Each period the subject teacher will record if targets have been fully met. This will require the parent's/guardian's signature and be returned to the Form Teacher the following day. IEP targets will be taken into consideration. (see Appendix 10. 6)

Head of Year Report: Those pupils who have been placed on Form Teacher's Report twice to little or no effect will be placed on Head of Year Report. (see Appendix 10. 6)

Vice Principal's Report: Those pupils who have been placed on Head of Year's Report twice to little or no effect will be placed on Vice Principal's Report. This ensures they are banned from trips or activities which the majority of pupils receive as a reward. Pupils must report to the Vice-Principal before

school, at break, lunch and after school in order to monitor their progress (see Appendix 10. 6)

Principal's Report: Those pupils who have been placed on Vice Principal's Report three times to little or no effect will be placed on a Personal Report by the Principal. This ensures they are banned from major trips, residential or activities and pupils must report to the Principal before school, at break, lunch and after school in order to monitor their progress (see Appendix 10. 6)

Ban on Activities: Unsatisfactory behaviour may result in a pupil being unable to take part in certain privileges or extra-curricular activities.

Serious Breaches of Discipline such as stealing, bullying, etc. will be dealt with by the following procedure –

- a **Parental liaison:** Parents/Guardians will be asked to visit the school to discuss the problem.
- b **Suspension:** The pupil will not be permitted to attend school for a period of up to five days at a time. The Parent/ Guardian must attend an interview with the Principal on the morning of the pupil's return to school. The pupil will not return to school until this interview has taken place. If this happens, the parents, the EA and the School Board of Governors will be informed.
- c **Expulsion:** Procedures followed will be in line with the EA Policy.

If parents/guardians are in any way concerned about their son/daughter's academic work or welfare, they should contact the school/Form Teacher or a Senior Member of staff immediately. Likewise, if the school has any concerns about a child's progress, behaviour or attitude, the Form Teacher/HoY/SLT will contact the parent/guardian.

In the event of COVID-19 or similar virus related incidents, school reserves the right to sanction, up to and including exclusion, pupils who willfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk.

DETENTION GUIDELINES

- 1 Please note that detention is only be used for serious repeated offences e.g. continuous severe disruptive behaviour, continuous poor standard of homework or classwork, continuous lateness to class, continuous failure to bring the proper equipment or

materials to class. Teachers should keep a record of strategies or methods they have used prior to placing a pupil in detention.

- 2 Pupils must be notified by letter at least 24 hours before the detention. The letter must contain a reason for the detention.
- 3 The detention letter should be completed by the teacher, sent home to be signed by the parent/guardian and then filed by the teacher for reference. A copy of the detention letter will be kept in the pupil's file in the office.
- 4 Copies of detention letters will be kept in the Staff Folder online (Wednesday/VP and Principal). (See Appendix 10.6)
- 5 A detention log will be kept in the Sims Behaviour module. This must be completed by the teacher concerned and include the following information: name of pupil, class and reason for detention. If a pupil is absent the duty teacher will put the absentee into detention for the following week. If a pupil does not turn up, the duty teacher will contact parent/guardian and refer the pupil to the HoY/Senior Teacher/Vice-Principal.
- 6 When required, detention will be held on a weekly basis on Wednesdays (2.50 – 3.50pm).
- 7 Vice Principal's Detention will take place on Thursday afternoons (2.50 – 4.20pm)
- 8 Principal's Detention will take place on a Friday afternoon (2.50 – 4.50pm).
- 9 A duty rota will be displayed on the Staffroom notice-board and is also available in staff resources.
- 10 It is the duty teacher's responsibility to find a replacement if unable to be on duty on a particular Wednesday and inform the Senior Teacher so that Sims may be adjusted
- 11 The duty teacher can hold the detention in a room of their choice. It is their responsibility to inform the pupils of this. The Detention Duty teacher/rota will be displayed on the general notices which are printed out weekly and displayed for all pupils on their general noticeboard.
- 12 Work for the detention must be provided by the teacher putting the pupil(s) into detention. Extra Detention work can be collected from the filing cabinet in the Staffroom or accessed through the Consequences folder in Staff resources.

Disciplinary Procedures for Behaviours - as recorded on SIMS

Behaviours and Consequences

Behaviour	Consequence	Staff member
No homework – 1st offence with chance given	1st warning Behaviour point on sims (-1 BP)	Subject teacher
No homework – 2nd offence	2nd warning – written work/consequence and -2 Behaviour points	Subject teacher
No homework – 3rd offence	School rules or other appropriate punishment and -3 Behaviour points	Subject teacher
Repeated homework failure	Wednesday detention	Subject HOD/ Form Teacher
No equipment – 1st offence	-1 Behaviour points on sims	Subject teacher
No equipment – 2nd offence	-2 Behaviour points on sims and a written consequence	Subject teacher
No equipment – 3rd offence	-3 BPs School rules or other appropriate punishment	Subject teacher
Repeated equipment failure	Wednesday detention	Subject HOD/ Form Teacher/Class Teacher
Eating/drinking/chewing in class	-2 Behaviour points on sims	Subject teacher
Persistent disruptive behaviour	Independent Learning with HOD/FT/HoY	Subject HOD/ Form Teacher/HoY

Detention Behaviour points as recorded on SIMS

- 25 points: Wednesday Detention – 2.50 – 3.50 pm, recorded on SIMs & letter sent electronically by F T to Office (Parental text), HoY & copy to pupil.
- 50points: * Wednesday Detention – 2.50 – 3.50 pm, recorded on SIMs & letter sent electronically by FT to Office (Parental text), HoY & copy to pupil.
* Placed on Form Teacher’s Report at the discretion of the FT & possible exclusion from extra-curricular event/trip/activities.
- 75points: * Vice - Principal’s Detention – Thursday 2.50 – 4.20 pm, recorded on SIMs & letter sent electronically to Office (Parental text), VP & copy to pupil.
* Placed on Head of Year Report and possible exclusion from extra-curricular events/subject trips/activities.
* Head of Year/Form Teacher interview with Parents if necessary.
- 100 points: * Principal’s Detention – Friday 2.50 – 4.50 pm, recorded on SIMs & letter sent electronically to Office (Parental text), P & copy to pupil.
* Placed on Vice-Principal Report and Exclusion from extra-curricular events/subject trips/special activities
* VP Interview with Parents
- 125 points: * Exclusion from Major Trips e.g. Manchester/France/Ski trip and extra-curricular events/subject trips/activities in consultation with Trip Co-Coordinator.
* Placed on Personal Report (Targets set by VP/P)
* Principal’s Detention – Friday 2.50 – 4.50 pm, recorded on SIMs, letter sent electronically by FT to Office (Parental text), P & copy to pupil.
* Principal interview with Parents.
- 150points: * Independent Learning with SLT for a period of one week
* Letter sent home to parents by SLT

Disciplinary Procedures for Serious Incidents

Suspension

If a pupil has been suspended for a serious offence, they will be reinstated following a Parental Interview and Risk Assessment completed if necessary. On reinstatement, the pupil will then be placed on report for a period of time decided by the Form Teacher/Head of Year if required.

Lates

“3 Lates to school” will automatically mean a Monday Lunchtime detention with the Head of Year.

Detention procedures for Staff (updated September 2020)

Detention issued by Subject teacher, FT, HOY, VP or P.

For VP/P detentions (Behaviour Points) – FT to email VP/P with relevant information so a letter can be issued

Letters sent to Parent/Guardian via office. Copy to FT and relevant HOY or VP/P (if VP/P detention).

Complete detention on Behaviour management using ‘Detention Procedures’ guidance.

Work sent to member of staff on detention duty by the teacher who issued the detention.

Teacher on detention duty will pick up list of pupils in detention and complete sims to show pupil has attended.

If a pupil does not appear then teacher on detention duty will contact office

- if pupil absent then duty teacher will re-enter pupil for the following week
- if pupil was present and ‘forgot’ to go to detention then office will ring home and either pupil will return to school to complete detention or will complete with VP on Thursday instead.

- if completing on Thursday then duty teacher will inform VP.

5 h) Additional Support

If it is considered that a pupil requires additional support with regards to behaviour management, the pupil’s name may be placed on the school’s SEN register at Stages 1 or 2. An individual Behaviour plan will be drawn up which will contain targets aimed at modifying the pupil’s behaviour and improving performance. In consultation with the SENCO, staff, parents and pupil strategies will be put on place to reduce to reduce/remove pupils’ behavioural barriers to learning. The pupil’s progress in meeting the targets will be monitored and reviewed at regular intervals. If, after at least two reviews during the academic year the pupil fails to respond to the strategies

employed a decision will be taken in consultation with the parents, to move the pupil to Stage 3 on the Code of Practice and the support of external agencies will be sought e.g. Autism Advisory and Intervention Service, Behavioural Support Team, Pupil Personal Development Service. Outcomes will be regularly tracked, monitored and accessed and pupils will be involved at each stage of the process.

5 i) Pupils as active contributors to the development and review of the policy

Pupils are consulted through questionnaires, School Council, Senior Prefect/ Prefect/House Captain/Vice-Captain meetings, School website, Facebook, Emails, School Assemblies, schoolbag mail, etc. on an annual basis as pupil voice is paramount in ongoing policy development and review.

5 j) Policy's on-going arrangements for CPD

There will be ongoing training during Staff meetings, School Development Days, Baker Days, in order to build capacity within the staff with regards to positive behaviour management

6. Staff Roles and Responsibilities and support provided

The responsibility for promoting positive behaviour is shared by all staff and everyone is expected to play a full and proactive part in assisting with the maintenance of good order within the school. In order to complement this, there is a system of referral in place to support individual teachers to implement the Positive Behaviour policy. Although two referral structures are shown, it is recognised that in practice there is a great deal of overlap between the academic and pastoral areas. It is anticipated that cross-communication will take place so that the staff member who is best placed, will deal with the matter

Referral Structures:

Level 1: Subject Teacher/ Form Teacher/Duty Teacher

Level 2: Form Teacher/HOD (in class)/Head of Year (outside of class)/Duty Teacher

Level 3 – Head of Year/Senior Teacher

Level 4 – Vice-Principal/Principal

Level 5 - Principal

Examples of levels at which a pupil has not demonstrated care, courtesy or consideration:

Level 1: late to class/homework/uniform e.g. Fake tan/ hairstyle/piercings /litter/eating in class/class work not completed/mobile phone infringement/unsettled/suspected bullying behaviours/name-calling
Level 2: (Repetition of Level 1 – Form Teacher) out of bounds/ lateness/disobedience/ /encouraging a fight/concerns about performance/bullying behaviours
Level 3: (Repetition of Level 2 – HOY) unsafe horseplay /lying/forging notes/graffiti/ disrespect or inappropriate language to staff/ repeated bullying behaviours
Level 4: (Repetition of Level 3) stealing/truancy/physical aggression/persistent bullying/recording using phone or other device/smoking/e-cigarettes/lighter/ Fire Hazard/involved in a fight
Level 5: Unprovoked Physical assault/ (or repetition of level 4)

7. Policy implementation and resources

The Positive Behaviour policy works in conjunction with the following suite of linked policies: -

Safe-Guarding/Child protection policy

Special Educational Needs policy

Attendance policy

Anti-Bullying policy

E-Safety policy

Circumstances may arise in which the school may consider implementing the following policies/strategies e.g. Risk Assessment, Use of Reasonable force, Safe-Handling, Suspension and Expulsion, Disability.

8. Policy review and Evaluation

The Pastoral Leadership Team have the responsibility for monitoring and evaluating the effectiveness of this policy as part of the overall pastoral curriculum. The policy will be regularly monitored and procedures reviewed annually or as appropriate.

9. Tracking, monitoring, assessment procedures in place to inform the review process

Procedures have been put in place to track, monitor, evaluate and review how effectively the policy is delivering the outcomes.

Pupils are consulted through questionnaires, School Council, Prefect meetings, School website, Facebook, Emails, School Assemblies, etc. on an annual basis as pupil voice is paramount in ongoing policy development and review.

Staff are given opportunities to feed into policy development during School Development days, Staff meetings/briefings, Pastoral Leadership team meetings, Senior Leadership team meetings and Board of Governors. Newly appointed teachers are made aware of the PB policy and procedures by the HoY/ST and the VP/ Teacher Tutor will inform student

teachers about the policy. Governors are presented with an evidence based annual report on how effectively the policy is delivering its outcomes through Sims Behaviour Management data (Achievement and Behaviour), House results, Rewards, Suspensions, etc.

Parents/guardians are given the opportunity to inform and guide ongoing policy development during Information evenings, Report afternoons, surveys, School website, FB, School email, Schoolbag mail, etc.

Annual I-SEF, whole school development plan and audit involving all stakeholders also form the basis to address concerns, inform and guide amendments to the Positive behaviour policy and procedures.

Sources of evidence are collected from pupil work, homework, displays, achievement points, pupil of the month, behaviour charts, house points, academic results, CCS data, TS & PC comments, PASS data, School website and school social media, IEPs, Interim reports, behaviour reports, etc. This evidence is monitored throughout the academic year from a daily to annual timescale and throughout their school life at Tandragee Junior High.

The Pastoral Leadership Team, led by the VP, will revisit all pastoral policies as part of the plan, do and review process in line with EA legislation.

10. Appendices

10.1 Appendix 1 House Reward List /Trade- in slip

Tandragee Junior High

House Reward List

List of Prizes for Achievement Points

See actual prizes in School Cup Cabinet in School Foyer

or

Prize Display at VP Office

£10 High Street Voucher

Pair of Cinema tickets

Hockey ball/Football/Rugby ball/Volleyball

£5 gift voucher

Paper hole punch

Pack of 24 coloured pencils

Stationery set

Confectionery


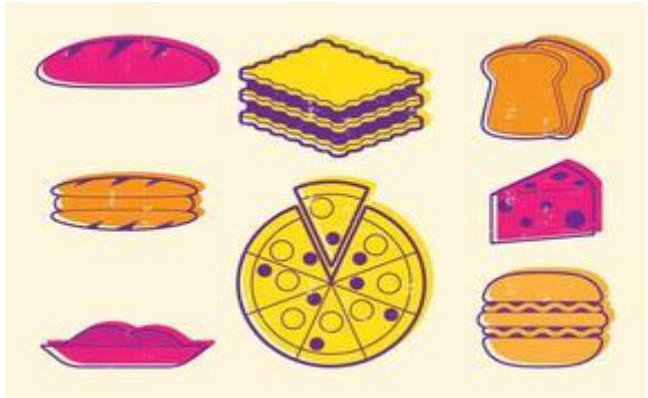
All achievement points will be cashed in June of each academic year.

Form Class		
Form Teacher	Net points	Cash in prize
Pupil Name		

Totals -

Prize	Number required

10.2 Appendix 2 Tokens –Top of the queue/Break Voucher


<p style="text-align: center;">Tandragee Junior High School ‘CONGRATULATIONS TOKEN’</p> <div style="text-align: center;">  </div> <p style="text-align: center;">This “Congratulations token” allows the pupil to go right to the front of the queue at break or lunch on one occasion.</p> <p>Pupil’s Name: _____ Class: _____</p> <p>Teacher’s Signature: _____</p> <p>Date Issued: _____</p>	<p style="text-align: center;">Tandragee Junior High School ‘CONGRATULATIONS TOKEN’</p> <div style="text-align: center;">  </div> <p style="text-align: center;">This “Congratulations token” allows the pupil to avail of a free break on one occasion.</p> <p>Pupil’s Name: _____ Class: _____</p> <p>Teacher’s Signature: _____</p> <p>Date Issued: _____</p>
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10.3 Appendix 3 -Parental postcard/ Pupil of the Month Certificate/Subject PoM sample

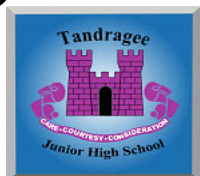
Dear Parent/Guardian,

It gives me immense pleasure to inform you that your son / daughter _____ in class _____ has been making excellent progress at Tandragee Junior High School and has received the “Pupil of the Month” award. This good work and attitude can only benefit your child in their education and we would like to commend them for their high standards in this school.

Yours Sincerely _____
(Vice-Principal).
TANDRAGEE JUNIOR HIGH SCHOOL



Pupil of the Month



Merit Certificate

Presented To:

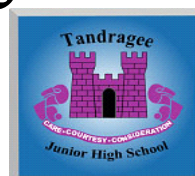
Bill Smith of Class 8

Good Manners

Date: September 2019

Signed By:

Pupil of the Month



Merit Certificate

Presented To:

Bill Smith of Class 8

Good Manners

Date: September 2019

Signed By:

¡FELICIDADES!



Nombre

Tu estás alumno del mes

en la clase de

.....

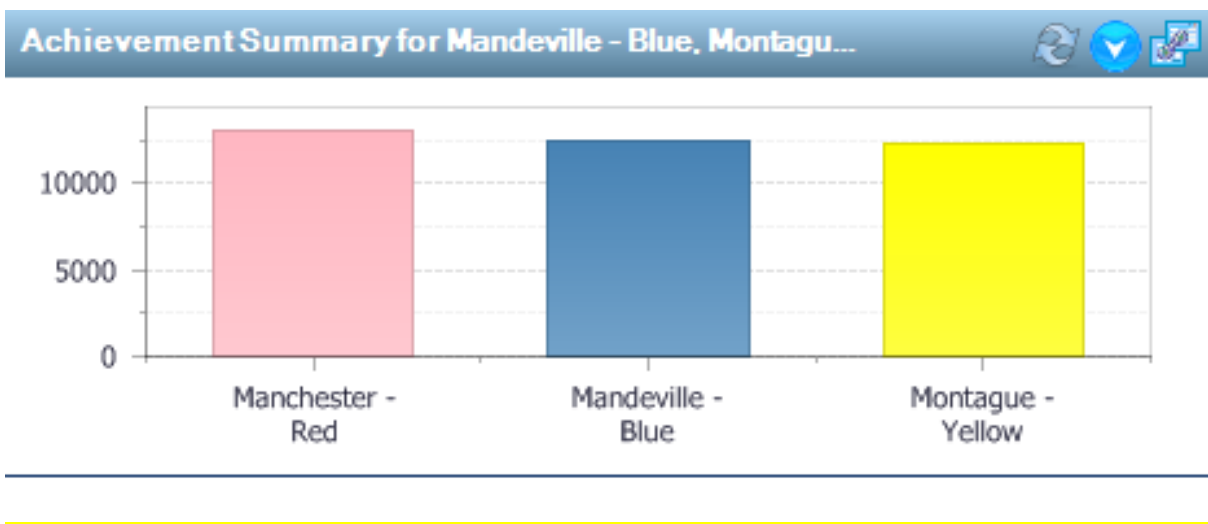
Fecha

Profesora de español

Señora



MONTAGUE
POINTS
Month/Year



10.5 Appendix 6 Detention letters (School, Vice Principal & Principal)



Tandragee Junior High School

Principal: C W Brown B.Ed., M.Ed., PQH (NI)

Armagh Road, Tandragee, Craigavon, BT62 2AY

☎: 028 38840278 Fax: 028 38849928 E-mail: info@tjhs.tandragee.ni.sch.uk
www.tjhs.co.uk

Date:

Dear Parent/Guardian

We would like to inform you that your son/daughter will be kept in school on the day shown below as they will be doing Detention. The reason for the Detention is given below.

Name of Pupil:

Form Class:

Date of Detention: Wednesday

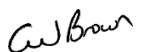
Reason for Detention:

Member of staff:

Please note that your son/daughter will be in Detention after school on the Wednesday of the given week from 2.50 – 3.50 pm.

This notice is given to you as a parent/guardian so that you are aware your child is in Detention and it is your responsibility to arrange a lift home. If your child is at school on a given day and fails to attend the Detention, then he/she will automatically complete the Detention on the following day (Thursday).

Yours faithfully


C W Brown
Principal

□-----
Tandragee Junior High School

This section is to be signed by the Parent/Guardian and returned to the teacher who issued the Detention

Name of Pupil _____ Form Class _____

I am aware that my child is in Detention and it is my responsibility to arrange a lift home. I also accept that failure to attend the Detention (if the child is at school on the given day) will mean that the Detention will be completed on the following day (Thursday).

Signature of Parent/Guardian _____ Date _____

Tandragee Junior High School

FORM TEACHER'S REPORT



Pupil's Name:..... Class: House: Date:

Subject	TARGETS				Subject Teacher comment
	1	2	3	4	
Period 1 - English					
Period 2 - Chemistry					
Period 3 - HE					
Period 4 - HE					
Period 5 - Maths					
Period 6 - PE					
Averages					

& Principal

1 Exceeded Targets 2 Met targets 3 Made a good effort to meet targets
 4 Made little or no effort to meet targets

Targets (Set by Form Teacher):

1 Full equipment	3 Respect others
2 Homework – I will write my homework into my diary and bring my homework on the correct day.	4 Follow Teacher Instructions

Pupil must report to Form Teacher at 2.50 pm each day he/she is on Report.

Form Teacher's Signature: _____

Parent's Signature: _____

10.7 Appendix 8 Interim Report

Tandragee Junior High School

INTERIM PROGRESS REPORT
CONFIDENTIAL (TO BE RETAINED BY SCHOOL)

Pupil's Name: _____ Form: _____ Requested by: _____

ATTENDANCE: _____ (Office)

Reason for request: _____

Subject: _____ Comments: _____

English:
Levels:
(if applicable) _____

Maths:
Levels:
(if applicable) _____

Science:
(Biology)
(Chemistry)
(Physics)
Levels:
(if applicable) _____

Geography: _____

History: _____

French: _____

Home Economics:

Technology:

Art:

Music:

RE:

PE:

ICT:

Spanish:

PD/ EMPLOYABILITY/
CITIZENSHIP



**Positive Behaviour Policy COVID-19 Addendum:
Guidance and Addendum Template
for use by all school settings**

August 2020

**Rationale underpinning the Positive Behaviour Policy COVID-19
Addendum Guidance and Template**

This Guidance is intended as a support for schools as they focus upon the Department of Education’s ‘Education Restart’.

COVID-19 has significantly impacted on society as a whole, the impact of the virus and lockdown restrictions have been widely recognised as potentially traumatising experiences. Potentially the whole school community could be affected by these experiences, i.e. staff/pupils/parents/guardians.

Safeguarding should permeate all aspects of school life, schools should ensure that this Guidance is read in conjunction with their Special Educational Needs Policy, Child Protection and suite of Safeguarding Policies.

Section A:

Taking a ‘Trauma Informed Approach’ to Education Restart will support the whole school community

Understanding and Responding to Trauma

Trauma affects us all, directly or indirectly. Many people live with the ongoing effects of past and present overwhelming stress – trauma. Despite the large numbers of people affected, many of us often don’t think of the possibility that someone we meet, speak with or support may have experienced trauma. This makes us less likely to recognise it. Keeping the possibility of trauma on our radar means keeping the sensitivities and vulnerabilities of people who may be trauma survivors in mind. It means being respectful, acknowledging and understanding.

Having a basic understanding of how stress can affect any of us can help this process. Knowing this will make us less likely to fuel other people’s stress levels. This means paying attention to the way we engage with other people, as well as to ‘what’ we do. It also means thinking about what may have *happened* to someone, rather than judging what is ‘wrong’ with them.

Our interactions with one another are always important. They are especially important for people living with the impacts of trauma. Trauma interrupts the connections between different systems of functioning in the brain. People recover from trauma when disruptions between different levels of functioning – physical, emotional and cognitive (thinking) – become connected or ‘integrated’ again.

It is important to understand that:

- **positive experiences in our relationships can help us heal**
- **negative experiences make our emotional and psychological problems worse**

We should not underestimate the capacity of positive interactions, even in routine interactions, to be soothing and validating. This applies to all of us and especially to those with trauma histories. Support is crucial to the process of recovery and will ensure that re-traumatisation does not occur.

Positive experiences of relationships are central to trauma recovery. They are also important to general well-being. By employing trauma-informed principles, we can build a ‘trauma-informed’ society. This creates possibilities for psychological and physical healing on a grand scale.

Predictability

Creating a sense of predictability is a priority – the human brain is designed for predictability, this is what helps us to feel safe and able to settle to learn/engage cognitively. Our nervous system does not respond positively to the uncertainty and the unpredictability that COVID-19 brought and the uncertainty around being able to make plans for the future (short-term or long-term) is one of the key factors as to why mental health has been impacted so significantly. It is important to ensure that members of school community are kept well-informed of the planning being done by the school and that timetables for example, will be kept as consistent and predictable as possible (think in terms of staffing, classrooms, assignments/tests, social areas that can be used, etc.), it is crucial that this should also include planning activities for pupils and staff to look forward to.

Connection

Our ability to connect with one another has been deeply impacted by the COVID-19. Humans are fundamentally social beings and a major buffer for our mental health is our sense of connection with others. *Within trauma research, COVID-19 has been described a ‘paradoxical challenge’ to our nervous system; when we are feeling under threat our ‘normal’ response is to connect with others, but with social distancing etc. we are hampered in activating this coping strategy.* Online activity, the main source of connection throughout COVID-19, has been helpful to a point, but it does not provide the same attunement that face to face interactions do. The aim of such interactions is to seek a shared experience which is much harder to achieve online.

Consistent use of the following strategies will promote connectedness:

- Class teachers/form tutors/key adults need to be involved in **face to face return meetings** with pupils
- For pupils within the ‘vulnerable category’ regular **connection time** needs to be maintained, <https://www.educationni.gov.uk/sites/default/files/publications/education/Guidance%20on%20Vulnerable%20Children%20and%20Young%20People.pdf>
- *Social interactions regulate physiology and promote health and restoration*, so identify and teach any replacement behaviours that will be required e.g. “Instead of hugging we now tap toes” or, “For meet and greet we touch elbows”
- Ensure that the emphasis is on **physical distance rather than social distance**, consideration must also be given to social and emotional ‘connection’ time, with each other and with staff.

Communication and Information

In order to create feelings of safety and connection, communication needs to be clear and accessible. We need to rethink our responses to behaviours that seem inappropriate or challenging in light of the fact that COVID-19 has created a ‘trauma environment’ for everyone, consider these key areas that the school community may now have heightened anxiety around:

- feeling safe, physically and emotionally
- being in physical proximity to others
- physical contact

Clear communication is needed to explain how such anxieties are being navigated by school, with opportunities for fears to be shared and discussion as to how they can be alleviated. This communication needs to be ongoing and reciprocal.

Emotional Health and Well-Being

Safe, Seen, Soothed

In order to make wellbeing a priority, the focus should be on helping the whole school community to feel safe, seen and soothed. This will be particularly important for those who have not felt safe during COVID-19 restrictions. **Safe** can be achieved through predictability, communication and connection as discussed. **Seen** can be achieved through dedicated face to face time and a willingness to listen and see things from the other person’s perspective. **Soothed** can be achieved by understanding behaviour within a trauma framework and first responses to behaviour should be focussed upon co-regulation, rather than consequences.

Connect before Correct

Remember that behaviour needs to be understood and responded to within a COVID-19/Trauma Informed Practice framework. Dr. Bruce Perry, an influential neuroscientist within the field of trauma, recommends that first we should help the pupil to **regulate** and calm their fight/flight/freeze responses. Then we need to **relate** and connect through an attuned and sensitive relationship before attempting to **reason**, i.e. support reflection, learning/remembering a more appropriate alternative to the behaviour.

Movement (‘Mobilisation’ within a trauma framework)

Greater priority should be given to movement and activities that involve rhythm and creativity. This will help reduce some of the ‘numbing’ that occurred during COVID-19 restrictions, again particularly relevant in terms of excess screen time, video gaming, substance abuse etc. and lack of interpersonal interactions. Movement breaks should be scheduled regularly, all pupils and staff will benefit from greater access to exercise, dance, music, mindfulness, yoga etc. during their school day.

“Stress Brake”

The impact of significant disruption to everyday life and ongoing uncertainty, means that minor everyday stressors that we previously would have managed can now overwhelm our ability to cope, this can reinforce feelings of stress and create a very negative cycle. Therefore, we need to be ready to be the ones to pull the ‘stress brake’ for pupils and colleagues:

- take a preventative approach, identify and respond to early stress signals
- be ready to provide greater support for tasks or challenges that the individual would previously have managed independently and have flexible expectations.

Section B:

COVID-19: Addendum to Positive Behaviour Policy

The principles as set out in Tandragee Junior High 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 Tandragee Junior 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

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, video tours, online materials, social stories, one-way system, bubble classrooms and regular washing of hands four times a day (on arrival, before break, before lunch and before departure, bubble break/lunch areas, hand sanitizer stations, regular cleaning of work stations, vending machines, handles, etc. 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:

- *Form Time with no year group assemblies to enable Form teacher/Pupil time, 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

Tandragee Junior High School has implemented a phased return across all year groups with key information shared with all staff in order to enable a consistent approach from all staff (Teaching and Non-Teaching). Information has been shared by post, website and TJHS Facebook to ensure that all relevant changes are known by parents/guardians, e.g. staggered arrivals/departures, break/packed lunch, bubble classrooms, one-way map, procedures if visiting school, etc.

<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>

At present Tandragee Junior high school's current arrangements are as follows:-

- *social distancing – staff/staff and staff/pupils adhere to 2 metre distancing. Pupils are seated 1 metre apart as far as possible facing forward in all classrooms and each class has a bubble base for subjects with staff hot seating for all subjects except for practical lessons.*
- *space utilisation; all classes have been assigned a classroom bubble base, bubble chair and bubble table. All year groups (8-12) have been assigned their designated zone for break and lunch so they socialise with their own class and year group only. All pupils and staff follow a one-way system around school. Pupils are informed of out of bounds areas i.e. grass banks, behind mobiles/house, hockey pitch. Hand-washing facilities are used in each classroom where there are sinks and soap, hand sanitizer, paper towels are supplied by the school. This minimizes any queuing in the male and female toilets. The staggered arrival times and one-way system into and through the canteen using a “Grab and Go” system also reduces the amount of queuing.*
- *TJHS has put into place altered routines for arrival, departure, break times and lunch times, lesson time which allows all year groups time for hand washing, cleaning of equipment, etc.*

- *Induction days for single year groups and classes was introduced to allow Form teachers time to explain new rules and routines to promote reassurance and safety for all pupils in their Form Classes 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*
- *Form teachers have explained rules about bringing items to school, sharing equipment or other items including drinking bottles and this has been reinforced with parents/guardians through TJHS FB, post and our school website.*
- *clear rules have been included in our child protection policy addendum about coughing or spitting at or towards another person*
- *clear rules have been updated regarding for pupil conduct during remote learning i.e. Goggle Classroom Netiquette*
- *signs/posters/visual prompts have been displayed throughout the school as reminders of the new safety measures*
- *Pupil concerns can be shared through Form Time with Form Teacher as year group assemblies do not take place and an individual Head of year has oversight of each year group. Pupils can avail of drop sessions or appointments with our school Counsellor, Sonya Rowe by using post-box, Links email or speaking to their Form teacher. A local Reach team will be set up for one to one support through the VP and all TJHS staff, Teaching and Non-Teaching are approachable to ensure concerns can be heard and responded to. Parents are encouraged to contact the school by phone or school email at any time if they have any concerns or issues and this has been addressed through parental Information presentations online*
- *Form teachers ensure that arrangements are made for pupils who are 'clinically vulnerable' and learning from home and all subject staff have set up Google Classrooms so that "Blended Learning" can continue for pupils concerned.*
- *TJHS's current Positive Behaviour Policy will be implemented through positive reinforcement, rewards, etc in order to support pupils who understand the expectations but struggle to follow/adhere to them*
- *TJHS set aside time for the SENCO and Head of Learning Support during August 2020 to explain to all staff the reasonable adjustments which need to be made concerning the 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*

Emotional Health and Wellbeing

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

- *creating an environment where pupils and staff feel safe and happy;*
- *providing opportunities for pupils to build self-esteem, develop confidence and cope with change;*
- *supporting the development of emotional literacy and resilience to help pupils understand and find ways to promote their own health and wellbeing;*
- *lesson planning;*
- *talks/discussions;*
- *promoting small group work, 1:1, peer-mentoring, team building;*
- *providing wellbeing through providing therapeutic support;*
- *raising awareness of how and where support can be accessed*
- *developing supportive networks and promoting self-care.*

Support: Reasonable Adjustments

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

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

School staff will be supported by the 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, which included 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 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>

Tandragee Junior 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

TJHS will regularly collect data and meet with staff and pupils 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, one-way systems are being used, maintenance of social bubbles.

SLT invite regular feedback from staff and pupils (School Council) 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%28DEC%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>