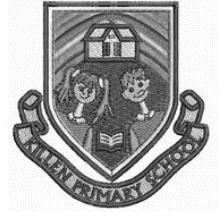# KILLEN PRIMARY SCHOOL

POLICY FOR

E-SAFETY

This policy was reviewed and updated in February 2022

The Governors will monitor the implementation of this policy and evaluate and review regularly.

Killen Primary School

E-Safety Policy

This policy is based on and complies with DENI Circular 2007/1 on Acceptable Use of the Internet and Digital Technologies in Schools

The above circular states that:

"Used well, digital technologies are powerful, worthwhile educational tools; technical safeguards can partly protect users, but education in safe, effective practices is a key goal for schools."

This document sets out the policy and practices for the safe and effective use of the Internet in Killen Primary School. It will be approved by the Board of Governors and available to all parents. The policy and its implementation will be reviewed annually.

Introduction

In Killen Primary School we believe that the Internet and other digital technologies are very powerful resources which can enhance and potentially transform teaching and learning when used effectively and appropriately. The Internet is an essential element of 21st century life for education, business and social interaction. The school provides pupils with opportunities to use the excellent resources on the Internet, along with developing the skills necessary to access, analyse and evaluate them.

Aims: What is e-Safety?

E safety in the school context;

- Is concerned with safeguarding children in the digital word, with an emphasis on learning to understand and use technologies in a positive way;
- Is less about restriction and focuses on education about the risks as well as the benefits so that users feel confident online;
- Is concerned with supporting pupils to develop safer online behaviours both in and out of school, and
- Is concerned with helping pupils recognise unsafe situations and how to respond to risks appropriately.

ICT is a compulsory cross-curricular element of the Northern Ireland curriculum and the school must ensure acquisition and development by pupils of these skills. The Internet and digital technologies are very powerful resources which can enhance and potentially transform teaching and learning when used effectively and appropriately

1. **Internet Services**

C2K

Classroom 2000 (C2K) is responsible for the provision of Information and Communications Technology (ICT) managed service to all schools in Northern Ireland. It provides a safety service which should ensure educational use made of resources is safe and secure, while protecting users and systems from abuse.

The updated service in 2013-14 allows for Improved Websense filtering which gives the school more flexible control. Customised filtering is managed by Mrs McNally (C2K manager), Mrs Goan and Mr Balmer (assistant C2K managers). This customised filtering enables access to more internet sites to enhance teaching and learning, when appropriate. There are a number of agreed locked down sites that can never be overridden by the local school policy.

Internet use is monitored. Access to the Internet via the C2K Education Network is fully adjustable and reports are available to the school principal. The monitoring process alerts the school to breaches of the filtering policy, which are then acted upon.

Some of these safety services that C2K provide include:

- Providing all users with a unique user names and passwords
- Tracking and recording all online activity using the unique user names and passwords
- Scanning all C2k email and attachments for inappropriate content and viruses
- Filters access to web sites
- Providing appropriate curriculum software.

Should the school decide to access online services through service providers other than C2k then we will ensure that effective firewalls, filtering and software monitoring mechanisms are in place.

2.   Code of Safe Practice

When using the Internet, email systems and digital technologies, all users must comply with all relevant legislation on copyright, property theft, libel, fraud, discrimination and obscenity. Staff and pupils are made aware that use of the school's ICT resources is a privilege which can be removed.

The school has

   a)   a Pupil Code of Practice (Appendix 1) and
   b)   a Staff Code of Safe Practice (Appendix 2)

containing e-Safety rules which makes explicit to all users what is safe and acceptable and what is not.

The scope of the Code covers fixed and mobile Internet; school PCs, laptops, iPads and digital video equipment. It should also be noted that the use of devices owned personally by staff and pupils but brought onto school premises (such as mobile phones, iPads, tablets, Kindles) is subject to the same requirements as technology provided by the school.

Mr Balmer, the ICT Co-ordinator, and the Senior Management Team will monitor the effectiveness of the Code of Practice, particularly in the light of new developments in technology.

2.1 Code of Practice for Pupils

The Pupil Code of Practice is issued to parents/guardians at the beginning of the school year. This consent must be obtained before the pupil accesses the Internet.

The following key measures have been adopted to ensure pupils do not access any inappropriate material:

- The school's e-Safety code of Practice for Use of the Internet and other digital technologies is made explicit to all pupils;
- E-safety guidelines are displayed prominently in the resource area and corridor noticeboard.
- Pupils and their parents/guardians are asked to sign the Code of Practice sheets;
- Pupils using the Internet will normally be working in highly-visible areas of the school;
- All online activity is for appropriate educational purposes and is supervised
- Pupils will, where appropriate, use sites pre-selected by the teacher and appropriate to their age group;
- Pupils are educated in the safe and effective use of the Internet, through a number of selected websites and programs.

It should be accepted, however, that however rigorous these measures may be, they can never be 100% effective. Neither the school nor C2K can accept liability under such circumstances. Use of mobile phones or other technological devices (smart watches) by pupils is not permitted on school premises. (Appendix 5)

2.2 Pupil Sanctions

We believe it is important that the school has a culture under which users understand and accept the need for e-Safety regulations and adopt positive behaviours, rather than one in which attitudes are determined solely by sanctions. Incidents of technology misuse which arise will be dealt with in accordance with the School's Behaviour Policy.

Minor school related incidents (whether in school or out of school) will be dealt with by Mr Balmer and the Senior Leadership Team. This may result in parents being informed and a temporary ban on Internet use. Incidents involving Child Protection issues will be dealt with in accordance with the school's Safe Guarding Child Protection Policy.

Users will understand their responsibilities to report e-safety incidents. They will know and understand that there are clear systems for reporting abuse and understand that the processes must be followed rigorously. Incident reports will be recorded by Mrs Goan for future auditing, monitoring, analysis and for identifying serious issues or patterns of incidents. (Appendix 6) This will allow the school to review and update e-Safety policy and practices.

Use of mobile phones and technological devices by pupils is not permitted on school premises. Pupils are aware that any misuse of mobile phones/smart watches/websites/email should be reported to a member of staff immediately.

2.3 Code of Safe Practice for Staff

Staff have agreed to the following Code of Safe Practice:

- Pupils accessing the Internet should be on the whole supervised by an adult at all times.

- Staff will make pupils aware of the rules for the safe and effective use of the Internet.

- Websites used by pupils should be checked beforehand by teachers where possible to ensure there is no unsuitable content and that material is age-appropriate

- Deliberate/accidental access to inappropriate materials or any other breaches of the School Code of Practice should be reported immediately to Mr Balmer or Mrs Goan

- In the interests of system security, staff passwords should only be shared with the network manager, Mrs McNally or the assistant C2K managers – Mrs Goan and Mr Balmer.

- Teachers are aware that the C2K system tracks all Internet use and records the sites visited. The system also logs emails and messages sent and received by individual users.

- Teachers should be aware of copyright and intellectual property rights and should be careful not to download or use any materials which are in breach of these.

- Photographs of pupils should, where possible, be taken with school equipment and images stored on a centralised area on the school network, accessible only to teaching staff or under supervision for pupil work.

- School systems may not be used for unauthorised commercial transactions.

- A Staff Safe Code of Conduct, which details sanctions, is signed by all staff. (Appendix 2)

3.   Internet Safety Awareness

In Killen PS we believe that, alongside having a written E-Safety policy and Code of Practice, it is essential to educate all users in the safe and effective use of the Internet and other forms of digital communication, both inside and outside of school. We see the educational use of the Internet as an appropriate, effective, safe and essential element of the school curriculum. This education is as important for staff and parents as it is for pupils.

3.1 Internet Safety Awareness for pupils

Rules for the Acceptable use of the Internet are discussed with all pupils.

The school takes part in an e-Safety day in February and a BEE SAFE day in May. Pupils are also encouraged to enter e-Safety competitions. Information is delivered and reinforced through school posters (for example Appendix 4), the school website and newsletters. E-Safety rules are on display in the resource area and corridor noticeboard. Pupils are made aware of copyright and plagiarism. Pupils are encouraged to validate the accuracy of information which they research.

3.2 Internet Safety Awareness for Staff

Teachers are the first line of defence in e-Safety; their observation of behaviour is essential in recognising concerns about pupils and in developing trust so that issues are reported. Through our e-Safety policy, the school can ensure that all reasonable actions are taken and measures put in place to protect all users.

The ICT Co-ordinator will keep informed and updated on issues relating to Internet Safety and attend courses when available. This training will be disseminated to all teaching staff, classroom assistants and supervisory assistants. Teachers can download lesson plans, teaching activities and pupils' worksheets by registering with the *Thinkuknow website.* Furthermore, for training and extra resources, Safer Schools NI app for all staff will available.

3.3 Internet Awareness for Governors

Mrs Goan keeps Governors updated on e-Safety and e-safety issues.

3.4 Internet Safety Awareness for parents

The Code of Safe Practice for pupils is sent home at the start of each school year for discussion with their child and parental signature. This e-Safety Policy is available on the school website.

Parents/carers' attention is drawn to the school newsletter and safer schools app where e-Safety messages are given (Appendices 3 and 4). The school organises a biannual talk on Internet safety, usually delivered by the PSNI for parents and the community.

3.5 Community Use of School ICT Resources

If a community event arises, use of personal iPads can be given permission and can be used within the school's filtered policy. They must also agree to the school's Code of Safe Practice policy before participating and only access pre-selected and appropriate websites under the guidance of a tutor.

4. Health and Safety

We have attempted, in so far as is possible, to ensure a safe working environment for pupils and teachers using I.C.T. resources, both in classrooms and the ICT suite, which has been designed in accordance with health and safety guidelines and where pupils are supervised at all times. Guidance is issued to pupils in relation to the safe use of computers, interactive whiteboard and projectors. Such guidance includes advice concerning correct posture, positioning of screens, ensuring pupils do not stare directly into the beam of a projector etc. We are mindful of certain medical conditions which may be affected by use of such equipment e.g. photosensitive epilepsy.

4.1 Risk Assessments
Life in the 21st century presents dangers including violence, racism and exploitation from which pupils need to be reasonably protected. The school, to the best of its knowledge, has considered all new technologies wisely to ensure that it is fully aware of and can mitigate against the potential risks involved with their use. In so doing, pupils are informed of what to do if they come across inappropriate material or situations online.

4.2 Use of Mobile Phones and other technological devices.

Most mobile phones have internet connectivity. Please refer to the schools Mobile Phone and Digital Technologies Policy (Appendix 5) on the use of such. Use of mobile phones by pupils is not permitted on school premises

4.3 Digital and Video Images of Pupils

Parental permission, in writing, is sought for every pupil at the beginning of every school year to cover the use of photographs of pupils on the school website, app, in the local press and for displays etc. within school. It is the parent's responsibility to inform school of any changes in circumstances.

4.4 Wireless Networks
The Health Protection Agency has advised that there is no consistent evidence of health effects from radio frequency exposures below guideline levels and therefore no reason why schools and others should not use Wi-Fi (Wireless Fidelity) equipment. Further information on Wi-Fi equipment is available on The Health Protection Agency website.

4.5 Personal Data

The school ensures all staff know and understand their obligations under the Personal Protection Act and comply with these to ensure the safe keeping of personal data, minimising the risk of loss or misuse of personal data. Staff have enhanced password protection, which also contains a number.

4.6 School Website

Our school website promotes and provides up to date information about the school, as well as giving pupils an opportunity to showcase their work and other aspects of school life. In order to minimise risks of any images of pupils on the school website being used inappropriately the following steps are taken:

- Group photos are used where possible, with general labels/captions.
- The website does not include home addresses, telephone numbers, personal e-mails or any other personal information about pupils or staff.

4.7 Storage of images

Digital and video images of pupils are, where possible, taken with school equipment. Images are stored on a centralised area on the school network.

4.8 Social Media

Chatrooms, blogs and other social networking sites are blocked by the C2K filters and iPad Wi-Fi filters so pupils do not have access to them in the school environment. Such communication is maintained within the educational learning environment on the C2K system (Learning NI). Pupils should not be on age inappropriate social networking websites outside of school.

4.9 Cyber Bullying
Staff are made aware that pupils may be subject to cyber bullying via electronic methods of communication both in and out of school. This form of bullying is considered within the schools overall Anti-Bullying policy and Pastoral Care Policy as well as the e-Safety Policy.
Cyber Bullying can take many different forms and guises including:

- Email – nasty or abusive emails which may include viruses or inappropriate content.

- Instant Messaging (IM) and Chat Rooms – potential to transmit threatening or abusive messages perhaps using a compromised or alias identity.

- Social Networking Sites – typically includes the posting or publication of nasty or upsetting comments on another user's profile.

- Online Gaming – abuse or harassment of someone using online multi-player gaming sites.

- Mobile Phones – examples can include abusive texts, video or photo messages. Sexting occurs in this category, where someone is encouraged to share intimate pictures or videos of themselves and these are subsequently transmitted to other people.

- Abusing Personal Information – may involve the posting of photos, personal information, fake comments and blogs, or pretending to be someone online without that person's permission.

Whilst cyber-bullying may appear to provide anonymity for the bully, most messages can be traced back to their creator. Pupils will be reminded that cyber-bullying can constitute a criminal offence.
While there is no specific legislation for cyber-bullying, the following covers different elements of cyber-bullying behaviour:
Protection from Harassment (NI) Order 1997 http://www.legislation.gov.uk/nisi/1997/1180
Malicious Communications (NI) Order 1988 http://www.legislation.gov.uk/nisi/1988/1849
The Communications Act 2003 http://www.legislation.gov.uk/ukpga/2003/21

Pupils are encouraged to report incidents of cyber-bullying to their parents and the school. If appropriate, the PSNI may be informed to ensure the matter is properly addressed and behaviour ceases. The school will keep

records of cyber-bullying incidents (Appendix 6) to monitor the effectiveness of their preventative activities, and to review and ensure consistency in their investigations, support and sanctions.

5. School Website

The school website http://www.school-sites.org/killenps/site/ is used to celebrate pupils' work, promote the school and provide information. The website reflects the school's ethos. Information is accurate, easily accessed and personal security is not compromised.

The following rules apply:
The point of contact on the website is the school address, school e-mail and telephone number.

Staff or pupils' home information will not be published.

Website photographs that include pupils will be selected carefully and only after parental permission has been gained.

Pupils' full names will not be used in association with photographs.

The school's secretary and principal will take overall editorial responsibility and ensure content is accurate and appropriate.

The copyright of all material must be held by the school, or be attributed to the owner where permission to reproduce has been obtained.

6. Social Media

Community networks, chatrooms, instant messenger systems, online journals, social networks and blogs, enable sharing of resources, ideas, pictures and video amongst users, the majority of which, usually causes no concern. Concern, in relation to inappropriate activities, tends to emanate from use outside school. C2k filters out social networking sites and blocks attempts to circumvent their filters leaving it relatively safe in the school environment.

Safe and responsible use of social media is vitally important. We make staff, pupils and parents aware of the risks associated with the use of social media and encourage responsible use outside school. Information and education is provided for parents through our school newsletter (appendix 4) and at parent and community internet safety meetings. Instances of pupil/staff cyber bullying will be regarded as serious offences and dealt with according to the school's discipline policy and child protection procedures.

7. e-Safety and the use of e-learning Platforms to Support Blended Learning.

Since the recent Covid-19 pandemic, Blended Learning is a priority for us in order to ensure we are supporting our families and children with their learning and providing remote learning opportunities should we need to send individual children, small group or classes / bubbles home for short or extended periods of time or even in the case of a full school closure.

The use of e-learning platforms can provide additional opportunities to motivate pupils, establish a daily routine and give ongoing feedback, helping to keep pupils engaged and enhancing their learning experience.

As a school we will ensure that our e-safety policy permeates throughout Blended Teaching and Learning.

The role of staff regarding e-Safety and the appropriate use of e-learning platforms:

- To provide new learning opportunities using e-learning platforms such as Seesaw, as well as reinforcement and consolidation of prior learning.

- To promote an ethos of inclusion, respect, fairness and equality.

- To ensure that cyber resilience and internet safety is central to all digital technology.

- To foster a safe and open pathway of communication between the school and home.

- To adhere to government Safeguarding and Health and Safety guidelines.

Work being set using Seesaw will be regularly monitored by the Principal.

Any complaints or comments about the work being set should be shared with the Principal. Any issues regarding safeguarding should be shared in the normal way.

The role of the pupils regarding e-Safety and the appropriate use of e-learning platforms:

- To engage in learning through our digital platform - Seesaw, asking questions to clarify understanding if required.

- To ensure everyone feels valued, respected and included

- To engage in their e-learning platform and contribute their views appropriately, respectfully and safely, adhering to the school's e-Safety and Behaviour policies

The role of parents and carers:

- To support the school values.

- To foster a safe and open pathway of communication between the school and home where appropriate.

- Ensure children complete remote learning tasks safely online or on paper as required.

- Ensure pupils are supervised whilst using online applications and resources.

- To understand that teachers need time to respond to questions or queries, remembering that at times, some children will still be in school and will require the teachers' immediate presence and that in the event of a whole lockdown that teachers may have their own families and children to care/teach too.

- To ensure that themselves and their children engage in e-learning platforms appropriately, respectfully and safely, adhering to the school's e-Safety and Behaviour policies

Safeguarding

In the event of a full lockdown the addendum to the Killen Primary School Policy will be reintroduced.

Our Designated Teacher and Deputy Designated Teacher are Christine Mitchell, Charlene Goan and Lynnette Palmer.

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it's important that schools understand how to approach safeguarding procedures online. The importance of a safe online environment cannot be emphasised enough.

We will be unlikely to use "live" streaming of lessons or learning. We will use pre-recorded content e.g. screen casting/videos and send these out using Seesaw. However, we may use "live" streaming platforms for Personal Development and Mutual Understanding in a "check-in" fashion.

Parents and carers must set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. If parents / carers have any concerns they should phone the school office or contact Mrs Goan using the email address info@killenps.castlederg.ni.sch.uk or cgoan738@c2kni.net.

Information will be treated in confidence and where necessary reported to the appropriate agencies.

If a local or full lockdown takes place or if individual children are away for an extended period of time, the vast majority of our learning will be pre-recorded lessons containing voice-overs or materials from other platforms.

If, however we do provide live classes here are some basic principles to safeguard everyone during blended learning:

- A risk assessment will be completed into the use of live learning using webcams

- No 1:1s, groups only (The biggest risk on remote learning with 1:1s is around grooming, so the risk assessment must mitigate against this risk.)

- Staff and children must wear suitable clothing, as should anyone else in the household.

- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.

- The live class should be recorded and backed up elsewhere where possible, so that if any issues were to arise, the video can be reviewed.

- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day

- Language must be professional and appropriate, including any family members in the background

- Principal and C2K managers will ensure that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the provider's terms and conditions (for example, no business use of consumer products).

(See Appendix 7: Killen Primary School Remote Learning Policy and Appendix 8: Killen Primary School Behaviour and Discipline Policy)

8. Monitoring and Self Evaluation

- The school's wider self-evaluation processes (such as for a School Development Plan) address e-safety in the overall ICT and Safeguarding Child Protection Policy reviews. All key stakeholders are part of the self-evaluative review and participate in questionnaires and surveys. This policy will be reviewed and amended in light of evidence provided by monitoring, updated technologies or new DE Guidance.
- *This policy should be read alongside the following:, Positive Behaviour Policy, Safeguarding Child Protection Policy, Anti Bullying Policy, Health and Safety Policy and the ICT Policy.*

Appendix 1: ICT Code of Safe Practice for Pupils

Children should know that they are responsible for making an Acceptable Use of the Internet. They must discuss and agree rules for this Acceptable Use. Parents are also asked to be aware of the code of Acceptable Use and confirm that their children will follow these rules.

- On the network, I will only use my own login username and password.

- I will keep my username and password private.

- I will not access other people's files without their permission.

- I will not change or delete other people's work/files.

- I will ask permission before entering any website, unless my teacher has already approved that site.

- I will use the Internet for research and school purposes only.

- I will only send e-mail which my teacher has approved. I will make sure that the messages I send are polite and responsible.

- I understand that the use of strong language, swearing or aggressive behaviour is not allowed when using e-mail, discussion forums etc.

- When sending e-mail I will not give my name, address or phone number or arrange to meet anyone.

- If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately.

- I will not bring in memory sticks or CD Rom from home to use in school unless I have been given permission by my class teacher.

- I understand that the school may check my computer files/Emails and may monitor the Internet sites that I visit.

- When appropriate, I will always quote the source of any information gained from the Internet i.e. the web address, in the documents I produce.

- I understand that if I deliberately break these rules I could be stopped from using the Internet/E-mail and my parents/cares will be informed.

Killen Primary School

Acceptable Use Agreement For Pupils

Please complete and return this form to your child's class teacher

Class Teacher	
As a school user of the Internet, I agree to follow the school rules on its' use. I will use the network in a responsible way and observe all the restrictions explained to me by my school.	
Pupil Name (print)	
Pupil Signature	Date

Parents Name	
As the parent or legal guardian of the pupil above, I give permission for my son or daughter to use the Internet, including email. I understand that pupils will be held accountable for their own actions. I also understand that some of the materials on the Internet may be unsuitable and I accept responsibility for setting standards for my daughter or son to follow when selecting, sharing and exploring information.	
Parents Name (print)	
Parents Signature	Date

Appendix 2: ICT Code of Safe Practice for Staff

Killen Primary School

Acceptable Use Agreement For Staff

The computer system is owned by the school and is made available to staff to enhance their professional activities including teaching, research, administration and management. The school's Internet Access Policy has been drawn up to protect all parties – the students, the staff and the school.

The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited.

Staff should sign a copy of this Acceptable Internet Use Statement and return it to the Principal.

- All Internet activity should be appropriate to staff professional activity or the pupils' education

- Access should only be made via the authorised account and password, which should not be made available to any other person

- Activity that threatens the integrity of the school ICT systems, or activity that attacks or corrupts other systems, is forbidden

- Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received

- Use for personal financial gain, gambling, political purposes or advertising is forbidden

- Copyright of materials must be respected

- Posting anonymous messages and forwarding chain letters is forbidden

- As e-mail can be forwarded or inadvertently be sent to the wrong person, the same professional levels of language and content should be applied as for letters or other media

- Use of the network to access inappropriate materials such as pornographic, racist or offensive material is forbidden

Name		
Date		Signed

Appendix 3:   Internet Access: Additional Advice for Parents

1. A home computer with Internet access should be situated in a location where parents can monitor access to the Internet.
2. Parents should agree with their children suitable days/times for accessing the Internet.
3. Parents should discuss with their children the school rules for using the Internet and implement these at home. Parents and children should decide together when, how long and what constitutes appropriate use.
4. Parents should get to know the sites their children visit and talk to them about what they are learning.
5. Parents should consider using appropriate Internet filtering software for blocking access to unsavoury materials. Further information is available from Parents' Information Network (address below).
6. It is not recommended that any child under 16 should be given unmonitored access to newsgroups or chat facilities.
7. Parents should ensure that they give their agreement before their children give out personal identifying information in any electronic communication on the Internet, such as a picture, an address, a phone number, the school name or financial information such as credit card or bank details. In this way they can protect their children and themselves from unwanted or unacceptable overtures from strangers, from unplanned expenditure and from fraud.
8. Parents should encourage their children not to respond to any unwelcome, unpleasant or abusive messages and to tell them if they receive any such messages or images. If the message comes from an Internet service connection provided by the school, they should immediately inform the school.
Further advice for parents is available from the following sources:

- http://www.thinkuknow.co.uk Thinkuknow - a mock cybercafé which uses online role-play to help children from 5 to 16+ explore a range of issues.

- https://saferschoolsni.co.uk/ - a site for you to explore key areas and issues around safe internet usage for your children as well as key links to the school's website.

- http://www.careforthefamily.org.uk/pdf/supportnet/InternetSafety.pdf Aimed at parents and carers, there is a great deal of very clear information about chat rooms, social networking sites, email and much more.

- http://www.parentscentre.gov.uk/usingcomputersandtheinternet A very comprehensive site aimed at parents and carers. Includes many articles and external links to other helpful sites.

- http://www.bbc.co.uk/webwise Includes an 'Internet for Beginners' course and a tool for answering your internet related questions.

- http://www.kidsmart.org.uk/ Explains the SMART rules for safe internet use and lots more besides.

- http://www.ceop.gov.uk/ The government's Child Exploitation and Online Protection Centre (CEOP)

- http://www.parents.vodafone.com Vodafone's site is designed to help parents and carers develop an understanding of their child's internet use

Appendix 4.

<u>**INTERNET SAFETY**</u>
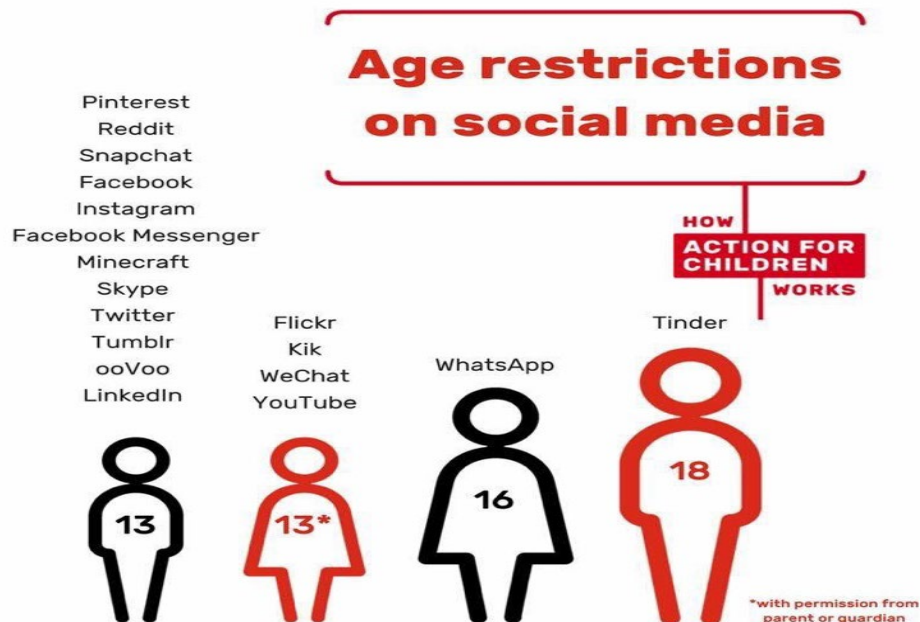
Procedures are in place in school to ensure children are safe on line in school. I urge you as parents to take responsibility to ensure **parental controls** are in place **alongside supervision** when children

are using **ALL** devices that are linked to the world wide web. Please talk to your child/ren about their online activity. Know what apps they are using and be fully aware of the potential risks. Go to www.getsafeonline.org and www.childnet.com for lots of useful advice and information on how to stay safe online.

Appendix 5: Mobile Phones and other Electronic Devices
Rationale

Killen Primary School accepts that some parents/guardians give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently.

Killen Primary School therefore has established the following Acceptable Use Policy for Mobile Phones and Related Technologies (smart watches). The policy provides teachers, pupils, parents/guardians with guidelines and instructions for their appropriate use during school hours.

This policy also applies to students during school excursions and extra-curricular activities.

- Killen Primary School **strongly discourages** pupils from bringing mobile phones to school.

- The school takes no responsibility for mobile phones or such devices. These are brought to school entirely at the owner's risk. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.

- If pupils bring mobile phones to school, the device should be switched off and given to the class teacher to keep in a drawer at their desk until the end of the school day. We have no secure facility to store these items, so the school takes no responsibility for loss or damage.

- Should parents need to contact pupils during the school day, or vice versa, this should be done following the usual school procedures: via the school office.

- Where a pupil is found by a member of staff to be using a mobile phone during the school day, the phone may be taken from the pupil and handed to the child's teacher. The mobile phone will be stored in the school office until the end of the day. The pupil must arrange for their parents/guardians to collect confiscated equipment from the School Office during normal working hours.

- Phones must NEVER be used to photograph other children within the school. There may be children in school whose parents have opted for 'no photographs' in the consent forms.

- If a pupil uses a mobile phone inappropriately (e.g. Phone calls on the school premises, to send inappropriate texts or to send inappropriate photographs/video footage of either pupils or teachers), this will be regarded as a serious offence and the Principal will decide on appropriate disciplinary action in line with the school's Positive Behaviour Policy.

- It should be noted that it is a **criminal offence** to use a mobile phone to menace, harass or offend another person. The Principal may consider it appropriate to refer any such matter to the PSNI.

- If images (photographic or video) of other pupils or teachers have been taken, the phone will not be returned to the pupil until the pupil, in the presence of a member of staff or the child's parent/guardian has removed the images. A member of school staff will always contact a parent/guardian before asking a child to delete material from their mobile phone.

- A member of school staff will contact parents/guardians in all cases where inappropriate photographs /video/audio footage has been found.

RELATED TECHNOLOGIES

- The procedures applying to the inappropriate use of mobile phones, apply equally to the inappropriate use of related technologies with similar capabilities, e.g. messaging, recording (audio & video), photography etc.

EXEMPTIONS

- Exemptions of this policy can only be approved by the Principal and then only in exceptional circumstances. Pupils may be allowed to use these technologies under the specific guidance of their teacher on a specific day, e.g. the last day of term.

CONCLUSION

- This policy will be reviewed in 2024 or amended in advance of this timescale as appropriate in line with appropriate guidance/legislation.

Appendix 6 : E Safety Incident Log Sheet

Date	Time of incident	Person (s) involved	Details of incident	Action to be taken (staff signature)

Appendix 7: Remote Learning Policy

At Killen Primary School, we recognise that children make most progress when engaging in face to face teaching and learning on site at our premises in Killen. Given the circumstances that schools across the province have found themselves in, it is necessary to have a Remote/Blended Learning Policy in place. The purpose of this policy is:

1. To uphold pupil wellbeing and provide learning which aligns with the learning aspirations of Killen Primary School when teaching and learning online.

2. To recognise that learning online may be necessitated by events which make physical school attendance impossible. In events where teachers and children engage in teaching and learning from home, these guidelines are in place to ensure the safety and wellbeing of our children and uphold the values of Killen Primary School.

3. To highlight that in an online learning environment, the rules of engagement can be unclear, and pupils and teachers can have difficulty engaging meaningfully and respectfully. This policy outlines guidelines which support teachers to uphold expectations of Killen Primary School, and is aligned with our positive behaviour policy.

GUIDELINES:

Our children will always be supported pastorally while learning remotely because learning this way does not always provide the same level of social connectivity and enjoyment as learning face to face in school.

Teachers should have information on the type(s) of issues being faced, the type of support needed, the learning context of the child, and their accessibility to learning. Teachers may need to mobilise support from colleagues to help meet the needs of all children in the class. In some scenarios, family may need to be contacted to determine how the best support can be provided for their child. Support needs to take into account the unique situations in which children find themselves and ensure that it is tailored to their contexts. As a staff we have decided the most effective way to ensure maximum participation in remote learning is to provide each child with a physical work pack in addition to the provided online lessons. Currently we have 99.1% of pupils and families subscribed to our online learning platforms.

Children facing wellbeing issues, such as those living in homes where there is significant disruption or animosity, may need support through other staff or external agencies to ensure that they are emotionally supported while they learn from home.

At Killen Primary School we all aim to do our best to:

Physical Setting	Online Setting
Respect each other's right to learn;	Respect each other's right to learn in online settings
Speak positively and politely to one another;	
	Speak positively and politely to one another over the Internet through the chat function on SeeSaw.
Play and work co-operatively and peacefully;	
	Work co-operatively and peacefully in online settings; Following directions of those whose job it is to help us while we learn online;
Follow the directions of those whose job it is to help us;	

Look after school equipment, personal belongings and those of others;	Respect online work of my own and that of others;
Help each other follow this code.	Help each other follow this code.

At Killen Primary school, we will use the following platforms to provide learning for our students remotely:

- Seesaw
- Accelerated Reader
- TT Rock stars
- Oxford Owl
- School Email

These platforms will allow staff to keep in contact with their class in a professional and confidential manner with their class. Teachers will be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

Flexibility of Learning:

We realise that the circumstances that cause our school or class bubbles to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

• Parents & Carers may be trying to work from home so access to technology as a family may be limited;

• Parents & Carers may have two or more children trying to access technology and need to prioritise the needs of the children in their own household

• Teachers may be trying to manage their home situation and the learning of their own family

• Systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

It must be noted that the work children engage in during a period of remote learning is essential to enable our children to make adequate progress and ensure they have access to the curriculum, so, therefore, cannot be considered as optional.

Teaching Staff will:

• Share teaching and activities with their class through their work pack and Seesaw App

• Continue teaching in line with current, extensive planning that is already in place throughout the school;

• Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;

• Allow flexibility in the completion of activities, understanding that the circumstances leading to remote learning will affect families in a number of ways;

• Keep in contact with children and families through the Seesaw App (Please note there may be occasions when telephone contact is required, in these situations the class teacher will discuss this with Mrs Goan prior to making a call. Any telephone calls made will be on the understanding that the teacher is comfortable to make contact in this way from a private phone number to protect teacher's own personal information. Mrs Goan may take the decision to liaise with families via telephone either on the teacher's behalf or in her role as Principal at various points throughout any prolonged periods of remote learning);

• Reply to messages, set work and give feedback on activities daily;

• Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development;

• If unwell themselves, be covered by another staff member.

Children will:

• Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between engagement in school work and offline activities;

• Upload any paper based activities to their teacher for feedback;

• Follow guidelines on Seesaw for returning any completed tasks to their teacher;

• Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;

• Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;

• Read daily, either independently or with an adult;

• Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

Parents & Carers will:

• Support their child's learning to the best of their ability;

• Encourage their child to access and engage with Seesaw, Accelerated Reader (Year 5-7), TT Rock stars (Year 4-7) and Oxford Owl (Year 4-7)

• Know they can continue to contact their class teacher as normal through the Seesaw App if they require support of any kind;

• Check their child's completed work and encourage the progress that is being made;

•Support their child when uploading tasks or returning work to their child's teacher;

• Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;

The online learning platforms named in this policy will be used throughout the entire school year to enable staff, pupils and parents to be familiar with the workings of each app for closure situations. Seesaw in particular is used as a communication platform to share photographs and information about teaching and learning as well as activities to reinforce classroom teaching and learning.

Appendix 8: Positive Behaviour Policy
Mission Statement

> *"To create a happy, secure and stimulating environment in which all members of the school community can grow in confidence and develop to their full potential."*

At Killen we aim to provide a caring, supportive and safe environment for our pupils and staff. To achieve this, we encourage and reward good behaviour as it is a necessary part of learning.

Parents are encouraged to take an active part in the school. We believe this is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour.

This policy has been developed within the context of current legislation, policy and guidelines:

- Health and Safety at work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998) – Articles 3 and 4
- Human rights Act (1998) – NI 2000
- Education (NI) Order (2003)
- Special Educational Needs and Disability (NI) Order (2005) SENDO
- NI Anti-Bullying Forum www.NIABF.org.uk
- Restart guidance - Coronavirus (COVID-19): Guidance for School and Educational Settings in Northern Ireland

We, the governors and staff of Killen Primary School, believe that the school is a vital part of our community.

We are committed to:

- ➢ Child Centred Education.

- ➢ Working closely with parents in the education of their children.

- ➢ High academic standards.

- ➢ Developing positive and effective pastoral care systems in our school.

The staff and governors of Killen Primary School believe:

- Positive Behaviour is essential for effective Teaching and Learning
- Pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair
- Our school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs
- Our school community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety
- Positive Behaviour must be carefully developed and supported
- Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships
- Promoting positive behaviour arises from emphasising children's potential, rewarding success and giving praise for effort and achievement
- We recognise it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained
- It is the responsibility of parents, carers and all adults who care for the children to work with the school in helping to foster positive attitudes and behaviour

We believe that good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and Tolerant

AIMS OF THE POSITIVE BEHAVIOUR POLICY

1. To have a safe, calm, hard working environment.
2. To develop positive, caring attitudes towards everyone.
3. To develop independence and self-control.
4. To have a consistent approach to behaviour with parental co-operation and involvement.
5. To nurture a happy and supportive school community.

KILLEN PRIMARY SCHOOL

SCHOOL RULES

- **WE LISTEN AND TAKE TURNS TO SPEAK.**
- **WE DO OUR BEST AT ALL TIMES.**
- **WE RESPECT AND CARE FOR OURSELVES, OTHERS AND PROPERTY.**
- **WE MOVE QUIETLY AND CAREFULLY AROUND THE SCHOOL.**
- **WE PLAY SAFELY AND HAVE FUN TOGETHER.**

RULE IMPLEMENTATION

NO.1   WE LISTEN AND TAKE TURNS TO SPEAK

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
- Visual display. - Assembly focus. - Teach listening and turn taking skills e.g. role play - Remind of 'hand up' rule **frequently** – "I'm looking for a quiet hand" - Teach routines for gaining attention. - Clear expectations of noise level. - Alternative speaking / listening systems e.g. named person.	- Positive feedback. - Picking out good example /proximal praise. - Rule reminder /gesture /verbal. - Consistency – stick to the rule-do not take answers from pupils calling out. - Tangible rewards. These will vary from class to class depending on the age of the children concerned.	- Positive correction – 'Hands up please" "Wait your turn". Making expected behaviour very explicit. - Tactically ignore – proximal praise to others. - Rule reminder - gesture or verbal. - Warning followed by consequence.

NO. 2   WE DO OUR BEST AT ALL TIMES

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
• Visual display. • Assembly focus. • Rule reminder. • Expectations and instructions clear. • Teach individual skills. • Differentiation of tasks / required responses within the classroom.	• Positive feedback. • Display work. • Rule reminder. • Non-verbal cues. • Tangible rewards. • Communicate with parents. • Send to principal. • Rule reminder.	• Positive correction and encouragement. • Rule reminder. • Casual questions • Physical proximity. • Proximal praise. • When / then. (When you ……then I will …) • Direction / redirection. • Where / what? • Compromise. • Take-up time. (Allowing a short period of time in which to comply as judged appropriate by the teacher.) • Warning followed by consequence e.g. move seat. • Choices

NO.3   WE RESPECT AND CARE FOR OURSELVES, OTHERS AND PROPERTY

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
• Visual display. • Assembly focus. • Personal Development and Mutual Understanding – Circle Time Role Play Social Skills • Model the behaviour e.g. manners. • Tidy, organised classrooms, litter bins in playground. • Giving responsibility eg area of school, classroom responsibility. • Expectations clear.	• Positive feedback. • Work on friendship • Giving responsibility. • Picking out good example /proximal praise. • Rule reminder. • Consistent expectations for behaviour. • Well organised tidy and looked after school.	• Positive correction. • Rule reminder. • Reflection • Private reprimand. • Labelling behaviour not child. • Reparation/fixing it e.g. doing something for a person he/she has hurt, apology etc. • Consequence – for serious behaviours e.g. sent to a senior member of staff.

NO. 4   WE MOVE QUIETLY AND CAREFULLY AROUND THE SCHOOL (BE CAREFUL)

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
• Visual display. • Assembly focus. • Lining up • Leader at front / back • Model and practise. • Establish routines • Good supervision (middle or back of line.)	• Positive feedback. • Give responsibility. • Tangible rewards • Stick to routines.	• Positive correction. • Rule reminder. • Where / what? • Proximal praise. • Choices. • Consequences.

NO. 5   WE PLAY SAFELY AND HAVE FUN TOGETHER

COMMUNICATE / ORGANISE	MOTIVATE / MAINTAIN	CORRECT
- Visual display. - Assembly focus. - Teach play skills e.g. role play. - Teach games. - Varied equipment. - Good supervision of play.	- Positive feedback. - Introduce and renew equipment. - Adults encourage and join in play. - Rule reminder. - Merits/rewards. - Proximal praise. - Close supervision.	- Positive correction - Rule reminder. - Distraction / diversion. - Conflict resolution strategies. - Neutral messages e.g. hitting must stop. - Warning followed by consequence e.g. stand out for 2 minutes, forfeit playtime, staffroom door

Levels of Unacceptable Behaviour and Relevant Sanctions

It is important that teachers keep a record of incidents in teacher incident book.

Level One Behaviours	Level One - Behaviour Modification Strategies/sanctions[1]
Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor – (the class teacher should be informed- Principal may be informed) • Infringement of playground and class rules • Disregarding instructions • Speaking out of turn / calling out / interrupting • Minor bad language • Disrupting/distracting another child leading to incompletion of tasks • Unsafe movement around the classroom/school e.g. running in corridor. • Entering out of bounds areas such as classroom at specified times, without permission • Use of property/resources without asking • Unsafe use of property/resources causing damage.	• Verbal warning to individual/whole class • Private discussion with child • Reminder of class/school rules • Self-reflection • Use of 1-10 scale of feelings and encourage self-regulation/solution based discussion/emotion scale • Oral apology • Move pupil • Withdrawal of pupil from situation (temporarily) • Use of quiet corner/calm box/calm room

• Insensitivity to others • Not taking instructions • Telling lies/getting others into trouble • Rough play • Leaving playground without permission	(age dependant) • Reduction in play privileges / Golden Time etc. in line with class routines
Level Two **More serious behaviour that is not so easily managed within a classroom environment.** **(Class Teacher/Assistant/Supervisor will notify other staff and / or Principal. Parents may be notified in person or by phone call)** *Persistence* of Level One behaviours e.g. • Deliberate use of bad language to hurt others Deliberate destruction of another child's piece of work/ Persistent infringement of school rules. Persistently not taking instructions. Persistently telling lies/getting others into trouble/name calling also • Bullying behaviours e.g. excluding children, name calling, teasing • Answering back/ shouting/ defiance • Refusal to work or cooperate • Stealing/intent to steal • Isolated acts of violence – kicking, hitting, thumping, biting etc. • Threatening behaviour • Working or playing in an unsafe manner • Outburst of anger but pupil regains composure • Disrupting other children	**Level Two- Behaviour Modification** **Strategies/sanctions** • Inform parent through a phone call • Meeting with parent/s if necessary. • Principal discusses sanctions with pupil if age appropriate. • Ensure work is completed at another time. • Pupils sent in from playground to the staffroom (with a playground buddy) • Stay in at break-time in a supervised area – thinking time – staffroom door • Loss of privileges – football/golden time/merits/playtime etc. (not curriculum areas) • Written apology or self-reflection using questioning • "Time out" in the classroom or in another classroom

Level Three	Level 3 - Behaviour Modification Strategies/sanctions

Very serious misbehaviour or persistent Level Two behaviours.
 	
Formal involvement by the Principal and parents.
 	
(Additionally other outside agencies may also become involved).
 	
Persistence of Level Two e.g.
 	
- Persistent bad language (includes racial/verbal abuse) /defiance/ Persistent stealing/intent to steal/ Vandalism of school building or property/ Dangerous refusal to obey instruction.
 	
  Violent playtime incident
 	
  Repeated and deliberate incidents of bullying
 	
  Major disruption of class activity
 	
also
 	
- Leaving school premises without consent
- Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury to other pupils or staff
- Aggressively threatening behaviour towards staff/parents/ pupils
	- Principal informed immediately if crisis occurs-pupil removed from situation and supervised in designated area e.g. calm area/staff room. Appropriate protection for staff in place
	- Risk assessment of location/situation
	- Principal/SENCO involved in monitoring situation from level 2
	- Crisis/ anger management and de-escalation intervention
	- Parents contacted to meet principal along with class teacher (DTCP (Designated Teacher Child Protection)/SENCO may attend if appropriate)
	- Note of Concern regarding placement on SEN Code of Practice / Placement on SEN register (EBD) for Social Emotional and Behavioural reasons
	- Other interventions – Targets, Behaviour book etc. Counselling, play therapy.
	- Anger de-escalation strategies

Level 4 **Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.**	**Level 4 - Behaviour Modification** **Strategies/sanctions** Continued Placement on SEN Register in line with Code of Practice (SEBD) SEBD referral Other agencies e.g. CAMHs, EWO, Psychology, Social and Emotional Behaviour Team involvement. Reduced timetable, suspension or exclusion following appropriate procedures

POSITIVE BEHAVIOUR MANAGEMENT

We in Killen PS believe that positive feedback about behaviour is the most effective strategy for managing and changing behaviour, and this is our main priority.

To promote positive behaviour, we:

- Use frequent positive feedback.
- Use the motivation and maintenance strategies.
- Are good role models.
- Are fair and flexible.
- Foster good relationships in whole school community.
- Through the curriculum teach the core skills which children need to behave.
- Create a supportive learning environment.
- Listen to pupils.
- Work with parents.

- Use tangible rewards (as appropriate in each year group.)

MANAGING INAPPROPRIATE BEHAVIOUR

We in Killen PS believe the inappropriate behaviour should be dealt with fairly and consistently, by a range of appropriate strategies and consequences, related to the behaviour. These involve the teaching of appropriate behaviour.

Behaviour in relation to Covid-19

All pupils are aware of the new school procedures relating to Covid-19. Pupils who wilfully refuse to adhere to these procedures and social distancing arrangements or who deliberately cough or spit at pupils or staff, putting them at risk, will be sanctioned and this can include exclusion.

NB *At Killen Primary School we recognise that some children have special educational needs that have behavioural implications. 'Risk Assessments' are in place for this small minority of pupils and positive behaviour strategies / implications will be on occasion flexibly applied by the teacher in consultation with the Special Educational Needs Coordinator*.

Correction strategies include –

- Positive correction.
- Correction strategies.
- Loss of privileges. (This includes loss of part of 'break' or the 'play' period of lunch time. Another example would be loss of 'Golden Time.' This is at the discretion of the class teacher and will be appropriate to the age of the pupil.)
- Time given for reflection.
- Reparation – taking responsibility and giving an apology.
- Behaviour book – home school link (My positive behaviour book).
- Additional correction strategies (see appendix)

WHEN THERE IS A CONCERN ABOUT A PUPIL'S BEHAVIOUR the following steps may be taken:

- Behaviour recorded by teacher
- Loss of privilege.
- Range of positive correction strategies (see appendix)
- Pupil is referred to Principal.
- Parents informed by phone or in person and invited to discuss concerns.

- Focus on reflection – what they did, how they could have behaved differently, need for an apology.

In a few cases it may be necessary to refer to an outside support agency such as Behaviour Support Team or Educational Psychologist.

If inappropriate behaviour continues this will be looked upon very seriously and further action will be taken by the Principal. This may lead to the child being excluded from school for a number of days (suspension) as decided by the Principal. This action will be taken if it is felt that the pupil is a serious risk to his / herself, and there would appear to be no other effective alternative. This action will be in accordance with DENI guidance. Return to school will be negotiated with support if necessary. Parents will always be consulted.

Killen Primary School operate their 'suspensions' policy exactly as specified in the guidance provided through the Education Authority (in line with DENI guidelines and statutory guidance). Further details are available from the Principal. It should be noted that the initial suspension will not be for a period exceeding 5 days.

EVALUATION OF THE POLICY

This policy is in line with our other school policies on Anti-bullying, Child Protection and E Safety.

The Positive Behaviour Policy will be regularly monitored and evaluated by –

- Regular staff meetings and discussion about behaviour issues.
- Review of teacher incident book
- Number of referrals to Principal.
- Monitor letters/talks to parents.
- Observation records showing improved behaviour.

APPENDICES

- Behaviour management strategies
- Positive correction descriptions

Appendix 1

BEHAVIOUR MANAGEMENT STRATEGIES

(Strategies should be carried out with positive expectation - say it as if they are already doing it.) Strategies should range from the **least** intrusive to the **most** intrusive.

CATCH THEM BEING GOOD – notice good behaviour, describe it, tell the pupil why it is good, and encourage them to repeat it.

NON-VERBAL CUES - hands up, finger on lips.

CASUAL QUESTIONS - got your pencil, John? Know what to do?

DIRECTION – tell them what to do, say "thank – you" in advance, walk off.

RE-DIRECTION – repeat direction without being sidetracked. Use thanks and take-up time – don't stand over them in a confrontational way.

TACTICALLY IGNORE – ignore secondary behaviour, minor interruptions.

PHYSICAL PROXIMITY – move closer to disruptive pupil.

PROXIMAL PRAISE – praise to children complying, a private message to those not complying.

DISTRACTION / DIVERSION – ask question, give task to disruptive pupil.

WHEN / THEN and FIRST / THEN – first we do this, then we do that – avoids "no".

RULE REMINDER – refer to rule, use thank you **and take-up time.**

HAND UP RULE – "I'm looking for a quiet hand."

WHERE / WHAT? – where should you be? (in my seat) what should you be doing? (my work)

CHOICES – in your bag or on my desk, do it now or later, put on your coat yourself or with help, remind of consequences. Give take-up time.

BROKEN RECORD – calmly repeat request or rule or consequence, to avoid confrontation or being drawn into argument. Stay neutral.

PARTIAL AGREEMENT – that may be so, but I need you to do this

PRIVATE REPRIMAND – a quiet word rather than a public confrontation.

REPAIR AND REBUILD – As soon as possible after a reprimand, find an opportunity to say something positive about the pupil – catch them being good.

Appendix 2

POSITIVE CORRECTION

Correction should be phrased so that you are telling the pupil what to do, rather than telling them what not to do. Try to re-phrase these comments to give a positive direction.

NEGATIVE CORRECTION	*POSITIVE CORRECTION*
Stop fidgeting	Let me see good sitting
Stop running	Walk please
Don't make a mess with the paint	Keep the brush in the pot etc
Don't push	Hands by your side / leave a space
Stop shouting out	Let me see a quiet hand / quiet voices please
Don't throw sand on the floor	Keep the sand in the tray

Stop hitting	Hands down / gentle hands
Stop wasting time	Time for work. How far have you got to?