COVID-19 Behaviour Policy Addendum

Approved by Governors: May 2020

Review date: As required

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

When children do return to school, the phased return will be carefully planned with the wellbeing and safety of our children, staff and families as the main priority.
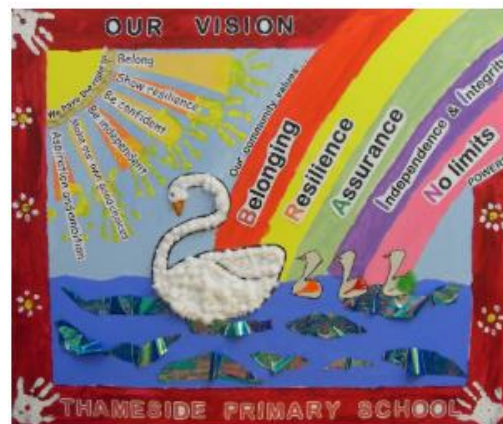
2. Therapeutic thinking & The Nurturing Approach

A therapeutic view

Positive experiences create positive feelings.

Positive feelings create positive behaviour.

Therapeutic Thinking © Jan 2019

There will be a range of complex feelings and emotions experienced by children and their families during the process of returning to school. Our aim is to make this transition and their experiences back on site positive. As a therapeutic thinking school, we know that feeling positive is the key to good behaviour. Feeling a sense of belonging and being accepted is the foundation to feeling happy and this leads to positive behaviour.

With a focus on relationships and trust, it is imperative that we focus as a school on what is essentially our most important school value: **BELONGING**.

We will use the six principles of Nurture to support children who are learning on site:

1...Learning is understood developmentally	- A focus on revisiting previous topics and concepts rather than 'catching up' - Opportunities of play and activities which evoke laugher and satisfaction will be prioritised initially over academic expectations - Meaningful, practical and multi-sensory experiences for new learning, with tasks broken down into small steps and actively modelled - Attachment needs to be considered – tasks which can be completed with little support vs time-limited bursts of independent working and regular assistance from staff

2…The classroom offers a secure base	• A whole school Social Story which acknowledges the difficulties of the lockdown, welcomes the children back to school, shows how this will be difficult and why (**see appendix A**). • Emphasis on structure and predictability – visual timetables reintroduced to children as they are unlikely to have been using them at home; seating plans with labels on tables; clear labelling of areas for storing possessions. • Designated places for relaxation and sensory input for specific children • Sense of belonging created by decorating a 'Belonging Board' with photos of the children and key staff in each classroom.
3…The importance of nurture for wellbeing & self-esteem	• Notice children's strengths and creativity during the lockdown – ask parents for photos and videos of rainbow paintings, homemade dens, workouts, cooking etc. • Offer (limited) choice in new tasks and routines, as a way of providing control and promoting autonomy • Celebrate and remind them of success – keep a book or box with evidence of their achievements • Give hope during more challenging tasks by praising their effort and persistence and emphasising how we learn through practice, mistakes and small steps
4…Language is a vital means of communication	• Use the '<u>Name it to Tame it</u>' techniques to talk through difficult situations • Use emojis, feeling the weather, short scripts and role-plays to recognise and regulate emotions – "I am feeling ____ because…" and "When I feel ____, I can". • Use warm and welcoming language – "I've missed seeing your smile"; "When I saw ____ on TV, it reminded me of you". • Follow the Bereavement Action plan to support children with the passing of relatives using simple, concise and factual statements.
5…All behaviour is communication	**PACE Approach** **P**layfulness to reduce stress – personalise greetings and fun rehearsals of new routines **A**cceptance of the child's thoughts and feelings – "You loved spending time with your parents every day and it's sad to leave them". **C**uriosity to help elicit the child's views – "I noticed you've been quiet since coming back…" **E**mpathy – "I know this is really tough for you. The classroom looks so different from the last time you were here".
6…The importance of transitions	• Explore feelings about the return to school by asking for letters, drawings or videos • Our online <u>virtual tour</u> of the school shows the layout of classrooms, corridors and communal areas • Help children anticipate new routines through verbal/visual countdowns, rhythm or music • Consider transitional objects which help the child to feel connected and held in mind.

Source: EdPsychInsight @EPInsight

3. Our response to anti-social behaviour

We believe that following the six principles of Nurture should support our children to show pro-social behaviour on site.

We will also support children in school by:

- Planning highly engaging and fun activities
- Having daily PSCHE lessons using InsideOut toolkits and resources
- Having high pupil to staff ratios (in support of safety and wellbeing)
- Team Teach strategies to avoid confrontation and conflict (humour, distraction, limited choices, verbal advice/support, change of face, negotiation, firm clear instructions, calm stance, reassurance, planning ignoring/riding the wave, success reminders, diversion, patience)
- Having engaging alternative activities to hand
- All children can be offered 2 ELSA sessions to help them settle back into school (as identified by bubble teachers) and if pupils require further support, an ELSA permission letter will be sent to their parents

Anti-social behaviours linked to Covid-19

We have a comprehensive and thorough risk assessment in place at school to limit the risks associated with Covid-19.

We expect children to respect each other's belongings and (as we are a rights respecting school) charters will be drawn up by the teachers with the children in each 'bubble' so that everyone is clear about the rights and responsibilities of the 'bubble' that must be followed to keep everyone safe.

Bubble Charters must include good hygiene protocols, including the responsibility of children to:

- Wash their hands at set times
- Keep the classroom and their tables tidy so that they can be cleaned and wiped at set times
- Try to keep a safe distance of 2m from adults and their friends
- Only touch those things which belong to them in their tray
- Wash hands and wipe resources if they do touch something which belongs to someone else e.g. water bottle, lunchbox

Possible scenarios	What the adult should do	How the child could be supported afterwards
Does not stay socially distanced	1. Adult to move calmly back to a distance of 2m away from the child 2. Remind the child of the 2m rule using a statement or 'remember' not via a question 3. Praise the child when they also move back or stay at the required distance 4. If the child does keep encroaching consciously on the adult's space, then ask them to sit at their desk or move into a	• Social story about why social distancing is important • Support younger children to be part of a social distancing game where they walk around using a hoop for example

	position where there is a natural barrier between you **If the child is doing this to evoke a certain reaction from the adult, then it is important not to respond in a way that is anything other than calm or they will repeat this behaviour. **	• Older children could do some research and produce a poster to go on the wall of their classroom
Is distressed / crying/ seeking comfort	**Team Teach strategies** can be used including: humour, distraction, limited choices, verbal advice/support, firm clear instructions, calm stance, reassurance, patience • Try to re-engage the child in a favourite activity • Use the '[Name it to Tame it]' techniques to talk through difficult situations • Use emojis, feeling the weather, short scripts and role-plays to recognise and regulate emotions – "I am feeling ___ because…" and "When I feel ___, I can". • Use warm and welcoming language – "I've missed seeing your smile"; "When I saw ___ on TV, it reminded me of you".	• The child could have a Teams meeting with a favourite member of staff arranged for a later point • ELSA could be arranged for the child • Good day / Bad day to find out what could make school better for the child • A social story related to changes or whatever was the cause of the upset • They have a special photo on the wall which makes them feel happy
Spits, licks or smears	1. "No thank you, we are_____ " Insert something positive here such as painting, reading etc 2. If they continue, adult to back away calmly from the child 3. By this point, the child is showing us that they are very stressed about something so we need to use calming strategies to dissolve the anxiety (such as those listed above) 4. For any bodily fluids, the adult will need an apron and/or gloves to clean it up.	• Social story about the spitting, licking or smearing bespoke to the pupil and written following the incident • The child is encouraged to wash their hands and then is engaged by the adult in a preferred activity

Use of radios

Teachers should not use their radios to call a member of SLT into their bubble for incidents of anti-social behaviour, unless it is an emergency. If a member of SLT is called in an emergency then they must follow the risk assessment and wash their hands thoroughly before entry.

Recording incidents of behaviour and deciding on consequences

School staff are required to record incidents of behaviour and associated consequences on CPOMS. The staff in the bubble should speak to parents at the end of each day about pro or anti-social behaviours shown by a child.

If a member of staff is unsure of a suitable protective or educational consequence, they can indicate this on their CPOMS entry and the Headteacher or a member of SLT will respond to them as soon as possible.

Racist and homophobic behaviour will be dealt with by the Headteacher: Mrs Greenaway and she should be alerted to this via CPOMS.

Incidents of bullying will be dealt with by the Assistant Head: Miss Calvert and she should be alerted to these via CPOMS.

Small gardens

Due to the current risks associated with Covid-19, we have had to plan for specific children only to have limited access to our small gardens around the school site e.g. the Garden Room.

For the time being, staff will need to create 'small gardens' for the children who require them within the classroom by ensuring that a child's working space has everything they need to feel belonging and to be successful.

S.Greenaway,   May 2020