



# Behaviour Policy Amendment in response to Covid-19 – September 2020

Alton Park Junior School has reviewed the Planning Guidance for Primary Schools issued by the Department of Education.

## **Context**

We want our school community to feel safe, calm and re-assured, and to know that it will be safe to come back to school.

We want the children to feel excited and happy coming into school and we want them to know that we are genuinely delighted to have them returning to school and to be able to see them again. We will provide an inclusive environment in which the children feel surrounded by support, and know that they can rely on all the adults around them to be positively reinforcing the same messages to create these warm, welcoming feelings of care and nurture when we cannot touch and need to keep a safe distance.

This amendment is to be read in conjunction with our own published Behaviour Policy. We continue to follow our behaviour policies in terms of promoting and rewarding positive behaviour.

All children and staff have experienced trauma and loss since the beginning of this current pandemic (COVID -19). There has been significant loss of routines, structure, opportunities and freedom. Relationships, friendships and social interaction have been significantly affected. For some children and staff, this could trigger a trauma response.

The return to school for some of our children could also induce feelings of stress, due to the new routines and changed environment. Many may experience separation anxiety, due to the prolonged period at home with their parents.

All staff in schools need to be aware of this and adapt our responses accordingly. We will need to constantly model and coach around these new expectations, behaviours and routines, and always reassure and reframe any negative perceptions.

We know that all behaviour is communication and when we are seeing behaviours indicative of a stress/trauma response (such as increased irritability, activity, withdrawal, non-compliance, all attention needing behaviours), we should always acknowledge and validate the feelings and behaviours we are seeing and the possible reasons for those.

We ask all staff to then seek to reframe and reinforce the positive behaviours we wish to see, leading by example at all times.

Challenging, complex and unsafe behaviours (“behaviours of concern”) are an indicator that children need support to be included in our schools. Complex and unsafe behaviours involve a very small proportion of children.

## **Risk Assessments**

As some of the strategies we use for de-escalation and to support positive behaviour cannot be used in the current circumstances (COVID -19), an individual risk assessment will be made for a child where the risk of complex unsafe behaviour is likely.

Such unsafe behaviours include:

- Spitting, licking and biting
- Physical aggression involving skin to skin contact
- Absconding
- Serious emotional distress caused by the need to maintain social distancing

This may include pupils:

- who have an individual behaviour or communication plan
- where the school deems it to be necessary due to behaviour of the pupil before the COVID- 19 pandemic.

The risk assessment will be discussed and agreed with parents prior to returning to school. Where it is deemed that a child is too high a risk to come into school and keep themselves and others safe, the school will work with the parents and child to support a gradual transition into school at an appropriate time when routines have been established at school.

It is important to note that children’s engagement in behaviours of concern can change over time.

### **Reasonable Adjustments**

Please be aware that the following reasonable adjustments have been made in addition to our Behaviour Policy and will take effect from June 10th, 2020 until the end of this academic year.

**All staff are expected to teach and model the new behaviour expectations and to support positive behaviour in line with our stated principles.**

If pupils display any of the following behaviours, Parents / Carers will be contacted, and the provision and approach discussed. Where we are unable to reduce the impact and risk of behaviour, the indicated sanction will be used. Persistent behaviour concerns may result in the implementation of a reduced timetable in order to safeguard the school community and allow time to work with the child to support them in moderating their behaviour.

Behaviour	Action	Sanction
Not following school instructions on hygiene, such as hand washing and sanitising	Adults to model and more closely supervise.  Parents / carers informed and provision and approach discussed.	Should this behaviour become persistent, a warning letter or a fixed term exclusion will be issued.  A behaviour risk assessment will be undertaken and shared with the child and parents / carers.
Running away from adults to access out of bounds areas, including those areas of school that will be temporarily prohibited in light of the current circumstances.	Adults to explain the reasoning and de-escalate using appropriate strategies.  Parents / carers informed and provision and approach discussed.	Should this behaviour become persistent, a warning letter or a fixed term exclusion will be issued.  A behaviour risk assessment will be undertaken and shared with the child and parents / carers.

<p>Not following designated routes around school.</p>	<p>Adults model correct movement around the school.</p> <p>Parents / carers informed and provision and approach discussed</p>	<p>Should this behaviour become persistent, a warning letter or a fixed term exclusion will be issued. A behaviour risk assessment will be undertaken and shared with the child and parents / carers.</p>
<p>Spitting, licking and/or biting others.</p> <p>Physical aggression involving skin to skin contact.</p>	<p>Remove other children and adults to a safe distance.</p> <p>Parents / carers informed and provision and approach discussed.</p> <p>Contact the parents / carers of the child who has been spat at and other children involved in the incident.</p>	<p>The pupil will be sent home for a fixed term exclusion of at least 2 days. A behaviour risk assessment will be undertaken.</p>
<p>Deliberately coughing in the direction of other pupils and/or adults.</p>	<p>Remove other children and adults to a safe distance.</p> <p>Parents informed and provision and approach discussed</p> <p>Contact the parents of the child and the child who has been coughed at.</p>	<p>The pupil will be sent home for a fixed term exclusion of at least 2 days. A behaviour risk assessment will be undertaken.</p>

<p>Deliberately making any inappropriate and insensitive comments or displaying insensitive behaviours linked to the Covid-19 pandemic. For example, a pupil saying, "Your mum has coronavirus."</p>	<p>Explain to the child why what they have done is inappropriate.</p> <p>Parents informed and provision and approach discussed.</p> <p>Speak to the child who has been affected.</p> <p>Contact their parents.</p>	<p>Should this behaviour become persistent, a warning letter or a fixed term exclusion will be issued. A behaviour risk assessment will be undertaken and shared with the child and parents / carers.</p>
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## Appendix B: Behaviour Risk Assessment

Reason for completing this risk assessment			
Schools are asked to complete this risk assessment if they have concerns regarding behaviour or safeguarding risks posed to other pupils and adults.			
Pupil Details			
Name of pupil:		DOB:	School: Alton Park Junior School
Does the pupil or student have an EHC plan? <Yes/no>		Does the pupil or student have a social worker? <Yes/no>	
	Aggressive or non-aggressive behaviour that causes increased risk to pupil and others	COVID 19 risk to pupil and others	Control Measures
Behaviour which impacts risk	<p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• <i>Mouthing equipment</i></li> <li>• <i>Licking</i></li> <li>• <i>Close proximity to others faces</i></li> <li>• <i>Scratching</i></li> </ul>		
<b>Conclusion of behaviour risk assessment:</b> <The pupil is safe at school>/ <The pupil poses a significant risk to others and is required to stay at home>			
<b>Brief rationale:</b>			
<b>Monitoring and Liaison Arrangements while the child is at home</b>			
<b>Risk Assessment Review statement (This may be a suitable date of review, coupled with a commitment to review in light of new information):</b>			
<b>Monitoring arrangements while child is at home:</b> <daily>/<weekly>/<fortnightly>/<monthly>/other (specify)>			

**Liaison plan while child is at home:** *Please give details of the safeguarding arrangements while the child is at home.*

<b>Risk assessment completed by (signature)</b>	<b>Name</b>	<b>Job title</b>	<b>Date</b>
<b>Risk assessment quality assured by (Headteacher signature)</b>	<b>Name</b>	<b>Job Title</b>	<b>Date</b>
		<b>Headteacher</b>	