

COVID-19 Behaviour Policy Addendum

Approved by Governors: May 2020

Review date: January 2021

1. **Context**
2. **Therapeutic thinking & The Nurturing Approach**
3. **Our response to anti-social behaviour**

1. Context

From 4th January 2021 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 are 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.

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 third lockdown and partial school closure. 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.

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 laughter 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 story which acknowledges the difficulties of the lockdown, welcomes the children back to school, shows how this will be difficult and why • file:///smp.school/staffdata\$/head/documents/Wider%20School%20Opening/ELSA%20Support%20-%202014%20day%20challenge.pdf • Emphasis on structure and predictability – visual timetables • Designated places for relaxation and sensory input for specific children (nurture room) • Sense of belonging created by decorating a wall 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 – look at the work that they are completing on Google classroom and talk about it with them. • 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 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 '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”.
5...All behaviour is communication	<u>PACE Approach</u> Playfulness to reduce stress – personalise greetings and fun rehearsals of new routines (handwashing, game play etc) Acceptance of the child's thoughts and feelings – “You are worried about your families and it's sad to leave them”. Curiosity to help elicit the child's views – “I noticed you've been quiet since coming back...” Empathy – “I know this is really tough for you. The classroom looks so different since before Christmas”.
6...The importance of transitions	• Explore feelings about being in school • Help children anticipate new routines through verbal/visual countdowns, rhythm or music

Source: EdPsychInsight @EPIInsight

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 that can adhere to social distancing
- Having short daily opportunities to express their feelings
- Having high pupil to staff ratios 2:15 (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
- Possible ELSA sessions and regular ELSA calls.

4. 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 Rules 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 within their bubbles
- 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 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. **	• Social story about why social distancing is important • Support younger children to be part of a social distancing game https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing • Older children could do some research and produce a poster to go on the wall of their classroom • Parents should be spoken to at the end of the day about this. • Individual risk assessment should be created for this child
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 over the phone • 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 _____" 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	• Social story about the spitting, licking or smearing bespoke to the pupil and written following the incident

	need to use calming strategies to dissolve the anxiety (such as those listed above) 4. For any bodily fluids, the adult will need to call for assistance to clean it up.	• The child is encouraged to wash their hands and then is engaged by the adult in a preferred activity • The child may need to work in a different area of the school until they are ready to be part of their bubble • Risk assessments will be created with parents and child
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Use of radios

If a member of SLT is called in an emergency by radio 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 Safeguard. 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 Safeguarding entry and the DHT 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 Parietti and she should be alerted to this via Safeguard.

Incidents of bullying will be dealt with by the DHT: Mr Kilbane and he should be alerted to these via Safeguard.