



## HUCKLOW BEHAVIOUR POLICY

### COVID -19 Behaviour Policy Appendix

The majority of our existing Behaviour Policy will remain in operation. Amendments have been made to support reopening of school in line with government guidance for schools.

#### Adjustments to daily routines

All pupils and their families must follow the changes made to the start and finish of each day, by adhering to:

- Staggered start and finish times
- Only using the designated entry and exit points,
- Following one-way systems where necessary.
- Follow the social distancing guidelines of standing 2 metres apart when waiting to come into school – Markings will help families to do this.

Pupils must follow the changes to the movement around school which will be clearly signposted. Areas that are out of bounds for pupils will be clearly marked with signs and tape.

Pupils will be taught in designated bubbles (smaller groups). Pupils will remain in their bubble during lesson time, playtime and lunchtime.

During breaks outside children will stay within their bubble and have a designated play space on the yard. They must remain in this space using only the equipment provided.

Children will sit with their bubble to eat lunch in the identified area – children should not to share food.

In the classroom, children will have their own equipment and equipment bag provided by school. Children need to look after their equipment and not share with others.

Throughout the school day, pupils must only use the toilet designated for use by their group and wash their hands thoroughly with soap and water after use. .

At regular intervals throughout the day, pupils will be expected to wash their hands using soap and water or hand sanitizer. School staff will model how to do this and posters will be visible to show how to wash hands effectively.

All pupils will be required to use tissues to cover their face when coughing and sneezing where possible. Safe disposal of tissues after use will be encouraged as well as hand washing after sneezing and coughing. Catch it, bin it, kill it!

Pupils should immediately tell a member of school staff if they are feeling unwell – see COVID 19 symptom checklist. Staff will carry out regular verbal welfare checks with pupils throughout the day.

At Hucklow our expectations are based on **RESPECT**

**R**egular hand washing with soap and water

**E**ngage in your learning - encourage others to do the same

**S**ocial distancing whenever possible

**P**rotect yourself and others by behaving in a safe and hygienic way

**E**mpathy - look after each other, help each other, be kind

**C**atch it, bin it, kill it - sneeze and cough into a tissue

**T**olerance - manage distractions, manage feelings

Developing a preventative and pre-emptive approach to support children in Trauma

Help pupils feel psychologically safe with you through:

- Eye contact
- Smiling
- Gentle voice even when correcting
- Use playful intonation – light tone of voice
- Be accepting of their thoughts and feeling - acknowledge the emotion behind the behaviour and support with new ways they can deal with these.

Recognise when pupils are feeling psychologically unsafe with you – look out for social defence systems:

- No eye contact
- No smiling
- May turn away or become hostile with challenging behaviour
- Cannot engage with you or with their learning

Use protective factors.

Be:

- Steady, regulated, calm
- Familiar and consistent
- Socially engaging
- Calming, soothing and regulating
- Curious – ‘I was wondering if you did that because you were ...’

Use:

- Facial cues, prosody, body language,
- Positive reframing but do not be dismissive

Empathise by:

- Teaching new routines, reminding of previous ones, holding them gently
- Validating experiences of the child
- Recognising and validating their thoughts and feelings
- Helping them to use different ways of responding / reacting to a situation

## Zones of Regulation

Re teach the feelings linked to the coloured Zones, help children to become feelings detectives (detecting feeling in themselves and others) and become good problem solvers so that they can regulate their feeling effectively.

## Sensory Breaks

Plan opportunities in the day to take a break, be at peace, be mindful, to do large movement, small movement. Recognise when individuals may need a sensory break and let them have one

## Using Sanctuary Spaces

This can be done in two ways as a graduated response:

### A. Sanctuary space at the pupils table:

'I can see you need a break – stay where you are, stop what you are doing, close your eyes or put your head down – take a few minutes – when you are ready.'

Younger children may need a small fiddle or comfort toy (this will need to be cleaned before another child can use it.)

The teacher will spend some time doing Post incident learning with the child – reflect and repair and remind

### B. Designated Sanctuary space within the classroom.

The child will be supported through carefully chosen scripts to spend time in the Sanctuary space.

The sanctuary space will have small fiddle / comfort toys that can be washed between uses. Encourage the child to think about what has happened, how did they feel, how could they move on. After 5 minutes, an adult will do post incident learning focusing on moving on and following expectations. If necessary, record the incident on CPOMs

Remember:

Just listening improves Stress Regulation and Psychological Safety:

Accept and validate – you really feel that, I can understand why that might feel.

Reflect back – I can really hear that.... I can see how, so what I heard you say was.

Clarify meaning – help me understand how that is for you?

Offer support – how can I help you right now?

Offer an empathic response – I am so sorry, this feels like it is so hard/difficult/overwhelming

## Dysregulation

If a child becomes dysregulated and is not able to remain safe in the classroom, the second adult will inform a member of SLT who will:

Undertake a dynamic risk assessment and if necessary direct the child to leave the classroom to go to a designated space. Post Incident learning will be undertaken alongside a risk assessment to determine whether the child can return to the class or parents need to be contacted. The incident, intervention and actions will be recorded on CPOMs. A handling plan will be completed to support the child in school.

SLT will meet to assess the risk to the child and others if they remain in school – parents will be informed of decisions made by SLT

This procedure is to be only used in the most serious of incidents where the behaviour deemed to be a risk

### Reasonable Force & Team Teach Strategies/Use of Restraint

We are committed to avoiding the use of any form of restraint unless a child is a danger to themselves, other children or members of staff. Staff are discouraged from physical intervention and de-escalation techniques should always be used to try to calm situations. If the situation escalates, then staff must wear PPE if restraint is required (gloves and masks). Restraint will only be undertaken as a last resort and if deemed proportionate, necessary and in the best interests of the pupil.

Team Teach strategies will only be used in school to ensure the health and safety of all children, staff and property

If a child does need to be restrained then parents will be contacted at the earliest opportunity and be asked to come to school urgently and take the child home.

This must be recorded on CPOMS

### Risk Assessments / Handling Plans

For those children who demonstrate frequent dysregulated behaviours, a risk assessment/ Handling Plan will be completed by the Inclusion Manager, SENCO and appropriate members of staff. The Handling Plan will be shared with parent/carer and child with the expectation that all parties adhere to the plan and are part of the reviewing process.

If the health and safety of an individual pupil and others is compromised by that individual's behaviour SLT will make a decision to send a child home and for the child to remain at home until safe to return. Home learning activities will be provided as is for other children not attending school.

### Home Learning

School will maintain fortnightly telephone contact for children remaining at home. Some pupils will receive weekly telephone calls – this will be determined by SLT and any other agencies working with pupils and their families. Home learning packs and activities will be available via the website and on collection from school at designated times.

### Inclusion Team

The role of the Learning Mentor will be to support children who are finding settling back into school difficult. The Learning Mentors will work with individuals and small group (bubble) who may have experienced difficulties at the current time including loss or bereavement whilst liaising closely with class teachers and wider pastoral team.

The Inclusion Manager and SENCO have a range of resources accessible for staff and families to use during Covid 19. We shall continue to share these resources with families but also implement them in school.

The Inclusion Team will continue to support families who remain at home through telephone calls, doorstep visits, liaising with relevant professionals and attending meetings (conference calls, ZOOM)

