

# Galleywood Infant School



## Policy to promote positive behaviour- Amendment in response to Covid-19

This policy has been put into place from May 2020 to July 2020 following the Planning Guidance for Primary Schools issued by the Department for Education.

At Galleywood Infant School we believe that the child's social and emotional development and wellbeing is of central importance and underpins all aspects of their academic development. It is important that every member of the school community feels happy, valued and respected and that everyone is treated fairly and well.

We want our school communities to feel safe, calm and re-assured, and to know that it will be okay to come back to school. We are already working on creating an environment that is and feels physically and emotionally safe for all of us.

When the children return, we want them to feel excited and happy coming into school and we want them to know that we are genuinely delighted to have them back 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.

We will focus primarily on meeting the social and emotional needs of our pupils and on their readiness to learn skills.

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.

Where possible and within the limitation of the COVID-19 secure school environment, staff will continue to use the Essex Steps Therapeutic approach implemented at GIS from September 2017.

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 be using the **Steps** approach to label, 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 time

## Complex and unsafe behaviours

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.

**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
- Leaving the classroom
- 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/as part of the return 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, or in very exceptional circumstances to support the child to continue learning at home for the present time.

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

## Principles underpinning our approach

We want children to become positive, responsible and increasingly independent members of the school community and acquire personal values that enable them to be thoughtful and considerate citizens.

We seek to promote positive behaviour through our whole school ethos. Every adult has a duty of care for every child in the school and is responsible for promoting positive behaviour by recognising and praising good choices as well as responding promptly when behaviour does not meet our expectations. We have developed a whole school approach to behaviour management in which expectations, boundaries, choices and sanctions are consistently implemented by all staff. Choices promote self-management of behaviour and avoid labelling children- it is the choices that can be good or otherwise. Children choose how they will behave and our scheme is based upon frequent praise for children making the right choices as well as a series of measures or steps when children have made wrong choices to help them understand a better course of action.

\*As far as possible we will continue to use our agreed levels of behaviour; however, due to restrictions on both space and staff, inappropriate behaviour will need to be managed quickly and acted upon if necessary.

**Below we have highlighted the areas of the levels which will need an alternative approach.**

**The areas highlighted show where an action is not suitable or that a behaviour needs to be dealt with by class teacher/SLT immediately.**

<p><b>Level 1 Positives- Learning First</b></p> <p>Positive praise for the good behaviour, smile, thumbs up  Proximity praise- children close by  Avoid using any negative language  Rule reminder using school rules poster  Point to photos of children showing desired behaviour  Motivating race- first table ready,  Learning Stars as motivators  Clapping pattern to gain class attention  Catch me chart for indiv/ class</p>	<p><b>Level 2 Ignore/ Check/ Divert</b></p> <p>Non-verbal gesture- raised eyebrows, knowing look, invade space, pause, tone of voice,  Divert to diff activity- adult led job  Rule reminders- where should you be?  what should you be doing?  Ignore behaviour  Countdown  Warning (before moving peg, name on board)  Gentle touch, gesture meaning "think about it...."  Sit child with good role model  Brain break- physical activity, do a job for teacher- <i>might be possible if adult available</i></p>
<p><b>Level 3 Verbal- address behaviour</b></p> <p>School rules- reason behaviour not acceptable.  Choices- win, win (Put it x or put it y...)  Withdraw attention- "I'll talk to you when you are safe"  "I'll be at the red table when you are ready to work"  First and then- choice once task completed  Time out- thinking chair or spot for 1,2 mins  Move peg/name on board- miss playtime minutes  Time in sensory room</p>	<p><b>Level 4 Delay Confrontation</b></p> <p>1-1 chat- "I can see that you are ....."  Repeat choices  Redirect learning  Removal to another classroom  Fresh adult to take over situation (Fresh face) <i>might be possible if adult available</i></p>
<p><b>Level 5</b></p> <p>Physical restraint to remove child to safe place,  Sensory room  Internal exclusion with HT/ SENCo whilst waiting for parent to collect  Speak to child's parents</p>	<p><b>Level 6</b></p> <p>Fixed term exclusion with reintegration interview</p>

Under the current circumstances (COVID-19), where our stepped approach does not reduce the impact and risk of the behaviour, the indicated sanction will be used:

Behaviour	Action	Sanction
<p>Not following school instructions on hygiene, such as handwashing and sanitising</p>	<p>Adults to model and more closely supervise.   Parents informed and provision and approach discussed.</p>	<ul style="list-style-type: none"> <li>• Two very clear choices given.</li> <li>• If the behaviour continues HT or DHT sent for. The pupil will go home for the rest of the day and a warning letter issued. A behaviour risk assessment will be undertaken which may indicate that it would not be safe for the child to be in school.</li> </ul>
<p>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.</p>	<p>Adults to explain the reasoning and de-escalate using above strategies. Parents informed and provision and approach discussed.</p>	<ul style="list-style-type: none"> <li>• Two very clear choices given.</li> <li>• If the behaviour continues HT or DHT sent for. The pupil will go home for the rest of the day and a warning letter issued. A behaviour risk assessment will be undertaken which may indicate that it would not be safe for the child to be in school.</li> </ul>
<p>Spitting, licking and/or biting others.   Physical aggression involving skin to skin contact.</p>	<p>Remove other children and adults to a safe distance.  Parents informed and provision and approach discussed.  Contact the parents of the child and the child who has been spat at.</p>	<ul style="list-style-type: none"> <li>• Two very clear choices given.</li> <li>• If the behaviour continues HT or DHT sent for. The pupil will be sent home for a fixed term exclusion of at least 2 days. A behaviour risk assessment will be undertaken which may indicate that it would not be safe for the child to be in school.</li> </ul>

Deliberately coughing in the direction of other pupils and/or adults.	Remove other children and adults to a safe distance. Parents informed and provision and approach discussed Contact the parents of the child and the child who has been coughed at.	<ul style="list-style-type: none"> <li>• Two very clear choices given.</li> <li>• If the behaviour continues HT or DHT sent for. The pupil will be sent home for a fixed term exclusion of at least 2 days. A behaviour risk assessment will be undertaken which may indicate that it would not be safe for the child to be in school.</li> </ul>
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## Annex A: Behaviour Principles

In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.

Areas schools may wish to add to their behaviour policy are:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate
- identify any reasonable adjustments that need to be made for students with more challenging behaviour.

## 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:
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	<i>For example:</i> <ul style="list-style-type: none"><li>• Urinating, defecating outside of toilet</li><li>• Playing with bodily fluids or spiting at others</li><li>• Mouthing equipment</li><li>• Licking</li><li>• Close proximity to others faces</li><li>• Scratching</li><li>• Biting</li></ul>		

**Conclusion of behaviour risk assessment:** <The pupil is safe at school>/ <The pupil poses a significant risk to others and is required to stay at home

**Brief rationale:**

## Monitoring and Liaison Arrangements while the child is at home

**Risk Assessment Review statement (This may be a suitable date of review, coupled with a commitment to review in light of new information):**

**Monitoring arrangements while child is at home:** <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.