

THE
C  **MPASS**
PARTNERSHIP OF SCHOOLS

Behaviour and Relationships Policy

Covid 19 Appendix

May 2020



This appendix to our Behaviour and Relationship Policy has been developed light of adaptations to schooling as a result of Covid 19. Whilst some of the procedures have changed our overriding principles that underpin our approaches to behaviour remain consistent and are rooted within our school values.

Forgiveness, Respect, Honesty, Kindness, Tolerance, Responsibility, Perseverance, Trust, Resilience, Freedom, Peace

Behaviour non-negotiables

Children play a key role in ensuring our school environment is as safe as it possibly can be. The following are behaviour non-negotiables which must be adhered to by all children:

- follow the new routines for arrival and departure to school
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who I can socialise with at school
- move around the school according to instructions
- follow 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 I am feeling unwell
- not share any of my own equipment or other items including drinking bottles
- follow the expectations for play times, playing only in my designated area
- use only the toilets allocated to my bubble, ensuring I do not enter the toilet if another child is there and that I wash my hands correctly after using the toilet
- not cough or spit at or towards any other person
- follow the expectations for online learning

Supporting a positive return

Reconnect

Returning together may be strange for some children, especially with new social distancing rules to follow. As such it's important to give them time to re-connect as a class or new group and engage in reconnection activities similar to those you may have done at the beginning of the academic year.

Re-establish expectations

Ensure clear boundaries and structure are in place consistently to help develop a sense of calm. When we are aware that a child has been through a traumatic experience, it is easy to compensate and lower our expectations. This is a time when structure and boundaries are most important. It is important to recreate or adapt old class expectations as a useful way to reinforce changes to how we should behaviour in relation to social distancing.

Adapting

Give your children and yourself time to adapt. Remembering and slotting into old routines and understanding new takes time and patience even under normal circumstances; with social-distancing restrictions, it may take even longer.

If this means being patient, giving children more time or understanding they may not be quite at the level they were when you last saw them, then it's worth embracing that and doing whatever it takes to help them process everything.

It will be important to consider how you adapt your timetable to ensure a successful transition back into full time learning

Make time to talk

If a pupil suddenly mentions their sick grandparent, or worries about their relatives, make time to talk about it – remember that some of them may not have had the opportunity to have such conversations at home. All children will have different family circumstances so space and time to talk could be vital. It is crucial to use a consistent emotion coaching approach. See *appendix 1 and 2 for further advice and ideas*

Embed Wellbeing Activities

After an extensive period at home children will have had a range of both positive and negative experiences. It is important that we plan and embed activities to support children's mental health and well-being. See *appendix 3 and 4 for advice and ideas*

Find ways to laugh

Laughter is so important for releasing tension and building a sense of connection so make jokes or break the ice by reminding them of something funny that happened last term.

Dealing with behaviour that does not meet our expectations

De-escalation

Use de-escalation techniques to prevent and diffuse situations before they arise. These may be more limited than before due to restrictions of movement. See *appendix 6 for ideas*

Restorative Approaches

Continue to use restorative approach to support conflict resolution. It is important to consider the when and where these may take place in order to ensure social distancing and privacy of those involved

Extreme Behaviour

Low level Responses

- Warning about poor behaviour
- Loss of play time
- Time out in class – if social distancing allows. If a child is asked to sit in a different space than their own, this must be cleaned after use.

High Level response

Actions may have to be taken immediately if it is a very serious matter where the safety of children, adults or property are at risk. A member of SLT will be called for and they will take the child to a safe place, using appropriate social distancing measures. If necessary the group of children will be removed from the classroom space and a member of SLT will remain with the child concerned.

Depending on the level of behaviour a risk assessment may need to be undertaken to ascertain what actions may need to be taken to ensure the child is safe in school. If the risks involved cannot be managed than will have no option but to inform the parent that the child is not deemed to be safe on site

Any child who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Use of Physical Restraint

Any physical intervention used by staff should be in accordance with the idea of 'reasonable force', and only be used as a last resort once all other strategies have been exhausted. If a child has or is considered to require positive handling, an individual risk assessment will be developed identifying how and where the intervention takes place, considering the use of PPE and additional health and safety measures.

Children with SEND

Children with SEND who present with challenging behavior or struggle to understand new expectations, will have an individual risk assessment undertaken to identify if and how they are able to remain safe in school.

Remote Learning

We expect our children to treat each other with the care and respect remotely as they would if they would in person.

In order to support this we:

- Regularly use our online learning forums to reinforce expectations for e safety
- Ensure staff report concerns to a DSL
- Send home help and advice for parents
- Ensure a senior leader follows up any reports of poor behavior online

In some cases DSL's may consider a referral to children's services if a child is deemed to be at significant risk of harm.

Summary

Our ultimate aim is that every member of our school community feels: safe, happy and valued both within and outside of school. We encourage everyone to take responsibility for their actions, especially with the additional measures we have to take during the Covid 19 outbreak.

Related Policies

- Safeguarding Policy
- Antibullying policy
- Exclusions Policy

Use an Emotion Coaching Approach:



The Gottman Institute

May 8 at 8:00pm • 🌐

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Five Steps of Emotion Coaching:

Step 1: Be aware of your child's emotions.

Step 2: Recognize emotion as an opportunity for connection or teaching.

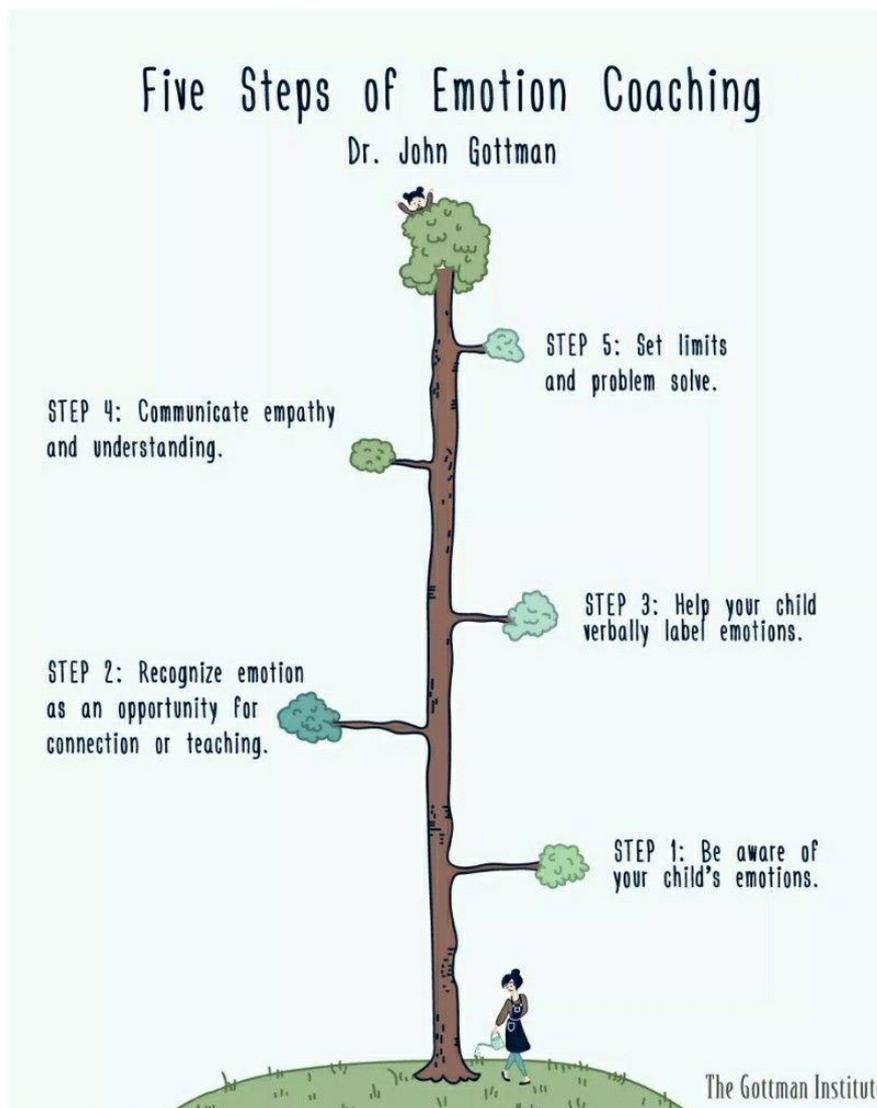
Step 3: Help your child verbally label emotions.

Step 4: Communicate empathy and understanding.

Step 5: Set limits and problem solve.

Additionally there are resources to support children who have experienced bereavement in Sharepoint/ Everything linked to Covid19/ School reopening / SEND and wellbeing resources.

Learn more: <http://bit.ly/2pArP5N>



Appendix 2

Talking to children about Coronavirus and return to school.

1. Regular reading of Social stories will help children embed their understanding of Coronavirus and develop their own narrative for managing their understanding of it. Use age and developmentally appropriate social stories
2. Give practical advice using social stories, specific visuals and step by step handwashing advice.
3. For older children this myth buster resource from the WHO may be helpful:
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>

To access any resources to support with this go to Sharepoint/ Everything linked to Covid19/ School reopening / SEND and wellbeing resources

Appendix 3

Ideas for well-being activities

- Breathing exercises that can help individuals or the whole class relax. It's important to do these regularly so children are familiar with them in times of need.
- Regular Brain Breaks in between lessons, or during them, as needed. These could be simple yoga stretches or a burst of star jumps; and we also regularly use the guided dances and relaxation activities on www.GoNoodle.com.
- Make time for 'What Went Well' moments. Fostering positive emotion helps to rewire our brains away from negative thoughts. This is particularly important at a time when pupils could have been over-exposed to the news or dealing with difficult family situations such as bereavement or job losses.
- Teach children to name and label their feelings. As psychologist [Suzy Reading](#) "...people who could label their feelings using rich vocabulary were found to be 40% less verbally and physically aggressive than those who had a tough time working out how they felt."
- Allow pupils time to choose independent Healthy Minds activities – reading, mindfulness colouring, relaxing music, drawing etc. This can be whole class for a short period of time and be up to individuals to identify when they need it.
- Use chill Panda app to guide children through breathing and mindfulness exercises.

Appendix 4

Do's and Don'ts of class and group emotional health teaching

Activities that focus on emotions can increase our sense of awareness of our thoughts and feelings, so it is important to remind children of the support systems that are available, in and out of school, if they need to speak about something.

- Always establish ground rules around respectful listening and confidentiality, prior to delivering the activity. It is useful to think about how to support children who may not wish to participate in the activity. Should any concerns arise during the activity about a pupil's safety or wellbeing, please ensure that you follow safeguarding policies and procedures.
- Encourage the child to share as much as feels okay. We never force a child to take part in an activity, close their eyes or speak about an activity if it does not feel emotionally safe to do so.
- Make sure that there is enough time allocated to completing the activity and a space for discussion around this, in case the child would like to speak about what came up for them.
- Model speaking about your emotions in a positive way. This can help you keep the process fun and will also help you to put yourself in the child's place and feel compassion for them.
- Help children to begin to name and recognise their emotions, both within the activities and around it. Think about when the activities are delivered and how this fits with the rest of the school, curriculum and wider processing of mental health and emotions.

- Be aware of more vulnerable children in your class who may need to be observed more closely during the activities.
- Tone and pace of your voice is important. A calm and soft manner, this makes a difference to how engagement.
- Remind children that there is no “wrong” or “right” way to feel and that some of the activities may take time and practice. It is not about getting the activities right, but about immersing themselves into the experience.

Don'ts

- Activities should be framed in a positive and destigmatising way to help normalise that we all have mental health and emotions. The activities should not be used as a reaction or consequence of an incident
- You don't need to continue the activity if the child/children is/are agitated, disengaged or not responding calmly. It's normal that different children will like different activities.
- Do not force a child to take part in the activity if this causes them too much anxiety – we do not want to do more emotional harm than good. They may have their defences in place for a reason! You may encourage them to observe rather than take part or take part “as much as is possible” for them.

Appendix 5

De-escalation techniques

- Stay calm
- Use humour
- Lower your voice
- Give a choice
- Walk away and allow space
- Try to distract
- Avoid an audience
- Validate thoughts and feelings
- Let them talk without interrupting
- Offer a solution
- Clarify expectations
- Acknowledge their feelings
- Encourage them to use a coping strategy
- Encourage them to take a walk -
- Ignore the behaviour
- Encourage them to take time to think
- Do not discuss consequences of actions or insist on exploring an incident until an appropriate time when the situation is calm