



Positive Management of Behaviour and Discipline Policy and Guidelines

Covid-19 school arrangements for Heltwate Special School

Approved by: ACB
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1. Scope

This addendum applies until further notice.

Unless covered in this addendum, our normal behaviour policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Pupils in school

2.1 Behaviours & Risk Assessment

From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children's behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviours could cause an increased risk to their own health or the health of others. Examples of this include (but are not limited to):

- spitting
- biting
- repeated disregard of social distancing rules
- not staying in their class bubble
- malicious taunting of other children (linked to coronavirus)

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of reengagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Individual pupil risk assessments are carried out which will explore whether a child can manage in the school environment, under the current circumstances. In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time. If a child is unable to manage within the safety rules to minimise Covid-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidance can be adhered to. In all cases, the child's risk assessment will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours.

Physical intervention may be required for some children in school. This may include guiding and handholding for pupils who require a high level of physical support throughout their day e.g. during transitions. As a last resort, more restrictive holds may be required in order to keep a child or others safe. In such incidents, dynamic risk assessments will be carried out by staff with the best interests of the children and staff in mind. In serious incidents where physical intervention occurs, an IRIS report will be completed before the end of the day. Staff should contact a member of SLT by phone call informing them of the incident as soon as possible. The lead teacher will follow up the incident with contact to parents/ carers either by phone call or face to face contact during collection at the end of the day. The pupil risk assessment should be reviewed after each serious incident. If difficult or

dangerous behaviours, which could cause an increased risk to their own health or the health of others, is repeated then the offer of a school place during the pandemic may be removed.

2.2 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe. This is dependent on ability and cognitive understanding as it is recognised that not all pupils will be able to follow the rules. Staff will be familiar with these rules and will put support in place to make sure that the rules are followed. The rules may vary depending on the 'bubble'.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Pupils are expected to:

- Arrive to and depart from school premises at the agreed time. Children to access school at the allocated entrance to reduce congestion. (Adults should maintain a two metre distance to other families when dropping off or collecting their children, this is regardless of a change in recommendation of the safe recommended distance)
- Wash hands thoroughly when arriving to and departing from school, (with support if necessary), and regularly throughout the day in school. Wash their hands for at least 20 seconds more often than usual with soap and water or hand sanitiser.
- For students who understand social distancing rules, they should remain in their designated seating within the classroom during lesson time. Keep a safe distance from other pupils and refrain from physical contact with their peers.
- Maintain healthy practise when coughing or sneezing - The main principal is to 'Catch it, Bin it, Kill it': cover any cough or sneeze with a tissue, then throw the tissue in a bin. Wash hands often with soap and water for at least 20 seconds and avoiding touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to toilet visits and pre-arranged playtime routine.
- Refrain from spitting or coughing at or towards other pupils and members of staff.
- Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other pupils.
- Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

3. Expectations for pupils at home

3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below. However, as a special needs school, we understand the difficulties that parents/ carers may face trying to engage and support their child with home learning. We believe that the most important thing is for children to be safe and happy in these difficult times.

Parents should also read the rules and ensure their children follow them. Parents should contact school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Pupils are expected to:

- Take part in home learning activities set by teaching staff
- Use proper online conduct, such as using appropriate language in messages and/ or video calls

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will get in touch with parents and see if there's any issues you can help them address. Regular contact of at least once a week is made with home as part of the wellbeing checks.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 4 weeks by the Head Teacher. At every review, it will be approved by the full governing board.

5. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Health and safety policy