



***"Show me your way, Lord teach me your paths." Psalms (25.4)***

### **Covid19 Behaviour Policy Addendum**

This addendum to this policy is for use during the arrangements for education of pupils in school during the Covid-19 re-opening phase. It is to be used in conjunction with, and read alongside the Behaviour Management policy, Anti - Bullying policy, SEND Policy and our Child Protection/Safeguarding policy.

Part of our Covid-19 plans for bringing more pupils back into school is to socially distance pupils where possible and support them if they forget to do this. We will also require a noticeable adherence to certain new structures and routines such as the division of the playground, lunches in classrooms, perhaps being taught by someone other than their teacher and many others.

We acknowledge that it is possible for some behaviours to have changed during lockdown and the transition back into school for some, may be difficult. We acknowledge that school will be a very different place to the environment the pupils knew before the pandemic. We will ensure we support children in this transition process, in partnership with parents/carers. We will proactively use a preventative, supportive approach to support pupils' social, emotional and mental health needs as they transition back into school.

We have asked parents/carers to speak with their child/ren before returning regarding the utmost importance of keeping within the social distancing rules and the hygiene rules. We know that, for some pupils who have special educational needs, that this may be difficult for them to understand and we will be supportive of explaining our new way of working, in partnership with parents/carers.

### **Behavioural Indicators of Vulnerability**

We recognise that the lockdown will have had an impact on pupils in different ways. As pupils transition back into school we will be mindful of any changes in behaviour. This list is not exhaustive but these are behaviours that pupils might present with at school:

- Changes in usual behaviour
- Low mood
- Increase in anxious behaviours
- Increase in physical health problems
- Withdrawal and isolation
- Over compliance
- Increased need for reassurance
- Helplessness
- Increased distractibility

- Increased levels of fatigue
- Lowered self-esteem (perception of self as less competent than before)
- Weaker social skills
- Emotionally more reactive including challenging behaviour involving the police,
- Harm to self and others, substance use, destructiveness
- The disregard of compliance to school rules
- The non-compliance of rules such as not spitting, not coughing in others faces, breaking their bubble group and mixing with others, etc
- Irregular school attendance

### **Pupils with SEND, learning difficulties and those with Autistic Spectrum Disorders**

Children and young people with learning difficulties and autism spectrum disorders will experience many of the same emotions and have similar concerns as their neuro-typical peers regarding the transition back to school. However, children with learning difficulties and particularly those with ASD may experience anxiety at a heightened level due to the changes they have already experienced in their usual routines and further changes which will be necessary as they return to school. Children with learning difficulties may find it harder to understand what is happening and may struggle to find the language to discuss their concerns. Children with a high level of need are likely to require an individually planned return to school. These children are most likely to have been those with whom school have kept in close contact during school closures. This will be beneficial in schools being aware of how the child has managed during this time and preparation for the return to school can be woven naturally into these 'keep in touch' discussions in coming weeks.

### **Strategies for Supporting Pupils**

We will use a range of supportive approaches for those pupils who are struggling with the changes to the new routines and expectation. **Planning for this will be child centred and discussed with parents/carers, class teacher and SENCO.** These might include:

- Social stories
- Visual prompts/task schedules/pictorial calendars
- Grounding the new in the familiar
- Sensory breaks/quieter environment
- Emotion coaching/mental health support

Further information on how to support vulnerable pupils, including those with SEND, when transitioning back into school, can be found [here](#).

We will avoid negative consequences for behaviour as much as we can, but we need also to balance the safety of everyone in school. We will follow our main behaviour policy for the overwhelming majority of behaviour needs.

If a child is repeatedly not following the rules specifically those that pertain to the safety of themselves or others in regards to Covid19 and our support has not been effective, we will first speak with parents/carers to discuss this and support the pupils, with a planned package of support. If this continues to be unsuccessful, or we have significant concerns, we will carry out a risk assessment, in discussion with the parent/carer.

If this continues to be unsuccessful despite our best endeavours, in agreement with the parent/carer, in consultation with external agencies and for a time limited period only (which will need to be under constant review), it may result in school leaders planning a reduced timetable or phased return with the necessary access to home learning. This must be an

absolute last resort and would be where either the child themselves or other pupils are at risk because of the behaviours displayed.

### **Exclusion**

In supporting pupils in transitioning back into school and adjusting to the new approaches in place, we will do all we can to avoid exclusion. Headteachers retain the right to exclude a child, especially where “allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.” (DfE guidance 18<sup>th</sup> May 2020), however we recognise that for some pupils, the trauma of lockdown will have had a significant impact. **We will ensure we have worked with external agencies, parents/carers and received advice and guidance from the High-Risk Group before any decision to exclude a pupil is made.**

**This addendum was written by the LA and adopted by Almondsbury CE Primary School. It should be read alongside our current Positive Behaviour Policy and the DfE guidance <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools> (sections 5 and 6)**