



# Wren Spinney Community School

## Relationships Policy

### (Behaviour)

**Approved by:**  
LGB

**Date:**  
Jan 2022

**Last reviewed on:** Jan 2021

**Next review due** Jan 2022  
**by: LGB**

**Intent**

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At Wren Spinney Community School, we recognise that each child is different; this policy is produced as a guide to be followed but it is noted that strategies/interventions will differ depending on the situation and the pupil and what is deemed reasonable at the time. Children with complex needs and learning difficulties do not easily perceive the structure and purpose of the world they live in, and they may experience difficulty in focusing attention on meaningful activities for even a short period. We recognise that communication and engagement are vital to learning and that behaviour is a form of communication.

At Wren Spinney Community School, we aim to be positive, consistent and proactive in our practice and use a system of reporting and recording with a regular review of actions required/taken.

We aim to attempt to reduce the barriers to learning that result from behaviours by:

- Identifying and recognising potential triggers that are likely to result in inappropriate behaviour
- Utilising different management strategies to limit challenging behaviours
- Identifying and redirecting obsessive/inappropriate behaviours
- Engaging students' attention to enable focus on learning activities
- Creating a healthy, supportive and secure environment
- Having clear boundaries and expectations
- Having a strong home/school partnership
- Being positive, consistent and rewarding good behaviour
- Through understanding each of our pupils we look to meet their physical, social and emotional needs to maximise their potential for academic learning.
- We establish a positive environment in which every pupil is encouraged to respond with socially acceptable behaviour.

**Parents are expected to:**

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

**Relationship Plans**

Each pupil has a Relationship Plan (RP) that indicates the strategies needed to enable the pupil to engage in learning and actions to be taken to support when this is required.

We believe that it is important that pupils take responsibility for their behaviour. We actively encourage them to choose the right thing to do. We use descriptive praise when we see them making a good choice. We link consequences when appropriate.

**Implementation - Defining Boundaries**

The following behaviours are not allowed and we try to make these boundaries explicit to all students as appropriate either by consistent strategies of behaviour modification or, with others through reason, explanation and discussion. At Wren Spinney Community School, we will not accept:

- Hindering and disrupting other students and staff.
- Physical abuse directed at either students or staff
- Verbal abuse directed at either students or staff
- Shouting and use of loud noises intended to disrupt others
- Defiance or uncooperative behaviour
- Making unkind remarks
- Throwing objects of any kind
- Bullying
- Deliberately damaging property
- Running along the corridors
- Undressing in an inappropriate place
- Masturbating
- Inappropriate touching
- Racist remarks or acts and/or harassment
- Sexist remarks and/or harassment

### **Reducing inappropriate**

The incidence and severity of inappropriate behaviour directed towards self, staff or other students will be reduced by:

- Using augmented communication, so that students understand what is expected of them and so that they can express their needs
- Providing appropriate staff to pupil ratios. Groups are assessed and reviewed by the headteacher and SLT in consultation with class teachers to evaluate the pupil/staff ratios in place
- Training staff to use behaviour management strategies (including de-escalation techniques)
- Having consistent routines, to help avoid students' anxieties about what happens next.
- Controlling the physical environment so that purposes and expectations are clear, to reduce anxieties about what to do in different locations
- Managing the level of stimulation in the environment created by noise (including speech), lighting, crowds and interior furnishings
- Providing frequent opportunities for physical exercise to increase fitness and reduce stress
- Using sensory rooms and individual therapeutic practices to promote relaxation and reduce anxiety and stress
- Analysing students' individual behaviour to identify possible causes or triggers
- Identifying and applying additional specific measures that reduce the behaviour of individuals and using these to formulate individual behaviour plans

### **Responding to inappropriate behaviour.**

Responses should focus immediately on making sure that everyone involved is safe, then at a later time problem solving and planning to reduce the behaviour in future.

Strategies to manage challenging behaviour should be adapted to the needs of individual students and can include:

- Firm and clear instructions to stop, supported by appropriate aids to communication
- Diverting the pupil to an alternative activity/area
- Use of “quiet” words, objects of reference, reassuring physical contact etc
- Withdrawal to a safe area or quiet-room
- Physical intervention to protect other students or staff

### **Obsessive behaviour**

Obsessive behaviours need not necessarily be stopped, unless they are completely unacceptable, pose a danger to the pupil or others, or take over completely that the pupil concentrates solely on the behaviour, excluding all other stimuli, and becoming aggressive if the behaviour is obstructed.

However, obsessive behaviour should not be encouraged and it is better to try and avoid the onset of behaviours that restrict the social life of the students and the pupil’s family.

Strategies to reduce obsessive behaviour include:

- 
- Reducing the time available for them by providing a busy timetable
- Allow allotted time for any “essential” obsessive behaviour during certain activities as a reward for not engaging in it at other times
- Direct pupil to an alternative activity

### **Exclusions**

Occasionally students may be excluded by the headteacher if their behaviour is highly challenging, and presents:

- A high risk of injury to themselves and others.
- Is seriously detrimental to the learning of others

### **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

<b><i>Bullying</i></b>	<b><i>Definition</i></b>
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Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Bullying is not tolerated at Wren Spinney Community School. We deal with any cases/concerns on an individual basis and work in partnership with families and multi professionals.**

### Rewards

We endeavour to create a climate that has a positive effect on pupils’ learning and behaviour. We believe that it is important to celebrate pupils’ successes/achievements as this will nurture their self-esteem, motivate and encourage positive behaviour.

Rewards include:

- Positive praise, smile, nod, wink
- Sharing work with class
- Star of the day or week
- Visit headteacher / preferred adult to share work/achievement
- Displaying work
- Assemblies/certificates are used as an opportunity for celebration.

Rewards are linked to positive choices and achievements. They focus on specific behaviours we wish to improve.

### Consequences

We accept that however much we emphasise the positive nature of our philosophy it remains likely that we will need, at times, to use a range of consequences:

1. To modify future behaviour to bring it within a socially acceptable standard.
2. To reinforce the need to remain within set boundaries.
3. To allow others to work within an atmosphere conducive to learning.
4. To maintain consistency by not tolerating unacceptable behaviour.
5. To maintain the safety of the individual, other students and staff.

It is important for our pupils to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to a child. The following are examples of the respective consequence of an action.

Consequences will only be used where the pupil has the cognitive ability to link the consequence to the action (also where it will trigger a higher-level behaviour; it could be more appropriate to ensure that the next occurrence sets the standard. I.e., the next time a pupil goes down a corridor they walk).

Behaviour	Consequence
Hurting another child	Remind the child that one of our rules is to be kind. Encourage the pupil to apologise and demonstrate of kind hands.
Disruptive behaviour	Follow pupil's individual behaviour plan and ensure disruption is kept to a minimum. Once the pupil has calmed and is ready to learn they will need to complete the work when calm.
Running in the corridors	Children should return and repeat the walking process and be praised appropriately for efforts made.
Throwing items / not putting items away after use	Children should collect items thrown / not put away and be supported to handle/put them down / pack items away appropriately. Reinforcement of kind hands. Adults to model and support where necessary.

### **Descriptive Praise**

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

"I liked the way you lined up quietly"

"I noticed how kindly you supported \_\_. Thank you"

"Thank you for returning to class so promptly" etc. etc.

***It is also recognised that minimal language is needed for the pupil's understanding; by just using keywords.***

### **Zones of Regulation**

Wren Spinney Community School uses the Zones of Regulation to help their pupils to work towards independent self-regulation. The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four coloured zones.

The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

### **Worrying/unusual behaviour (also refer to Child Protection Policy)**

Staff must immediately report any worrying/unusual behaviour to a Designated Safeguarding Lead. Such behaviour may warrant the involvement of parents, Social Care, Medical services or an assessment by the Educational Psychologist. A Designated Safeguarding Lead will make that decision.

### **Positive handling Training (Team Teach)**

All staff members receive training in positive handling techniques, with regular and frequent refresher courses.

New staff and others who have not been trained, for whatever reason, should not engage in positive handling unless necessary (under a general duty of care).

The use of physical restraint must be recorded on Behaviour Watch and reported to families.

### **Team Teach**

Team Teach looks to provide an accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction.

It looks to use a full range of Positive Handling strategies and interventions that are non-physical for example:

- Use of space
- Changes to the environment
- Stance and posture
- Facial expressions
- Intonation
- Simple positive messages

And if **Reasonably, Proportionate and Necessary** a physical intervention; which can include:

- Prompts/Guides (minimal resistance)
- Escorts (moderate resistance)
- Restraints (rigorous resistance), Escorts, Holds

As a school it is important to highlight that prompts and guides (minimal resistance) can be used daily to help with transitioning; these are as follows:

- Holding hands
- Friendly Hold
- Guiding with 'Caring Cs'
- Guiding with a Help Hug
- Turning and guiding

Any other physical intervention will always be recorded on a behaviour watch and in the event of a restraint being used; parents will be contacted.

Named Restraints used in school are:

- Two Person Single Elbow
- Two Person Figure of Four
- Two Person Double Elbow
- Single Person Double Elbow
- (Single Person) Half-Shield

Any regular Physical Intervention/contact will be highlighted on the Pupil's specific Relationship Plan.

It is highlighted that Physical Interventions are a means of the last resort after non-physical strategies have been employed and follow the guidance given in the DfE document; Use of reasonable force -Advice for headteachers, staff and governing bodies - July 2013 which states:

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006 5

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

**Support Following Incidents**

Whilst the physical techniques are intended to reduce risk, there is always a risk when two or more people engage in a Physical Intervention. Team Teach techniques seek to avoid injury to the student, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student remains safe. Any injury to staff or students will be reported on Behaviour Watch and an Accident form. Pupils and staff will visit the school First Aider/Nurse if deemed necessary.

Students who may be distressed by events may be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger

- Resuming their usual routine/previous activity as soon as possible, especially for students with Autistic Spectrum Disorder – it is recognised that with some pupils reflecting on the event or trigger may cause them to go back into crisis/revisit the behaviour.
- Time with a member of staff to debrief the incident, if appropriate, using alternative or augmentative forms of communication (AAC)

Following a serious incident, people take time to recover. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Any member of staff or student at the school involved in or witnessing a serious incident involving a Physical Intervention may require additional support following the incident.

Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

### **Physical Contact with Children**

It is unnecessary and unrealistic to suggest that staff should only come into physical contact with students in emergencies. Students may need reassurance and comfort in certain situations. Staff must bear in mind however that even perfectly innocent actions can be misconstrued.

Regaining control is not the only circumstance when there may be physical contact between staff and students. It is intended that these guidelines should deter inappropriate physical contact between care-providing adults and students. Staff should respond to students in a way that gives expression to appropriate levels of care and to provide comfort to ease student distress.

However, it is recognised that staff need to ensure that any physical contact is not open to misinterpretation by a student or parent/carer. Therefore, parents/carers are made aware of all policies and procedures relating to behaviour management.

The following guiding principles are suggested:

- The level and type of physical contact should reflect the educational and social needs of the student e.g. physical contact is likely to occur in some PE and drama activities; as well as for students who require personal care support
- Consideration should be given to the age, gender and culture of the student and the appropriateness of any physical contact.
- In responding to a student who indicates a need for physical contact/comfort, due consideration should be given to these guidelines: -
- There should be no general expectations of privacy for the physical expression of affection or comfort in any circumstances.
- Staff must not be alone with a student in such a situation.

- If in the unlikely situation you are alone with the child then every safeguarding aspect should be adhered to ensuring risk is reduced for both parties, i.e. ensuring doors are left open and other staff made aware of the situation.

### **Definitions**

- Seclusion - Forced to spend time alone against the will (this is against the law)
- Time out - Restricting positive reinforcement as part of a planned behavioural programme; quiet time spent away from the group under supervision. I.e. waiting chair; in the playground...
- Withdrawal - removed from the situation but observed and supported until they are ready to resume; not planned

### **Quiet Rooms (Safespaces)**

At Wren Spinney Community School, we have quiet rooms and Safespace areas – these are places that we use to encourage our students to use to self-regulate. Students will always be accompanied and monitored when in these places.

Any proposed use of a quiet room or safe space must be written in the Relationship Plan, with the reason for the proposed use, and the monitoring and strategies in place when used.

- Safespaces can be used as a low stimulation area for pupils to spend ‘time out’ in (where the door is fully open).
- They can also be used for sensory exploration where the door can be ‘partly’ zipped up for safety/to aid calm. I.e. for pupils who like to ‘roll around’ to relax/regulate or need minimum outside stimulus.
- On occasions, it may be the safest option for staff to step out of the Safespace and fully close the ‘zip-up’ door, when necessary. The student must be very closely supervised and if remains in this ‘situation’ for 10 minutes, a member of SLT must be called to the scene.
- Our standard letter must be sent home with the student on the day if the student uses the safe space with the door closed.

### **Risk Assessment**

When physical intervention techniques are used the appropriate steps must be taken to minimise the risk to both staff and students. The main risks include the risk of injury or the intervention causing pain, distress or psychological trauma to either party involved.

In the case of emergency interventions, the staff will make a dynamic risk assessment at the time taking into consideration the risks associated with the intervention compared with the risks of not intervening.

In the case of a planned intervention, the risk assessment forms part of the Relationship Plan (RP) when all risks have been considered in the compilation of the plan. It may be necessary in individual cases for Pupils to have an Individual Risk Assessment in regards to their behaviour.

### **Health & Safety**

The actions described in the school's health and safety policy must be followed in the event of any injury resulting from a pupil's challenging behaviour.

All injuries to staff or students resulting from the students' challenging behaviour must be recorded and reported to the Pastoral Manager (or a member of SLT if not available).

Incidents should be recorded by a member of staff who was involved in the incident and witnessed the events first-hand. This is to be completed on the same day as the incident. Each incident is to be recorded on Behaviour watch following the guidelines in the Behaviour watch crib sheet.

### **Impact**

Relationships and good behaviour management techniques that apply to our pupils enables our pupils to fulfil their potential by being able to engage and progress in learning.

### **Monitoring and evaluation**

At Wren Spinney Community School, we use Behaviour Watch to record and monitor behaviour. All staff can access the programme and the class teacher will monitor incidents involving their named class pupils. SLT meet regularly to monitor and quality assure this data.

The headteacher will report on any issues relating to students' challenging behaviour to the governing body each term.

Roles and responsibilities of:

- **The Governing board**

The Governing board is responsible for monitoring this Relationship policy's effectiveness and holding the Headteacher to account for its implementation.

- **The Headteacher**

The Headteacher is responsible for reviewing and approving this Relationship policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure it is applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the Relationship policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on behaviour watch
- The senior leadership team will support staff in responding to behaviour incidents.

**Appendices:**

1. Further Information
2. Relationship Plan
3. Behaviour Watch Guidance Document
4. ABC
5. Creating Tomorrow Trust Relationship Policy Covid-19 Addendum

**Appendix 1.**

***Further Information***

**Legislation and statutory requirements**

The following advice is available from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

**Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

**Confiscation**

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

**Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

**Appendix 2.**

**WREN SPINNEY COMMUNITY SCHOOL  
RELATIONSHIP PLAN (RP)**

<b>Pupil Name:</b>	Class Teacher:	Plan Date:	Academic Year:	
		Updated:		
		Updated:		

**Behaviours; Self-Regulation and Support Strategies**

<b>Blue Zone:</b> Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.	
<p><b>Behaviour:</b> What the child does, says and looks like that gives us clues that he/she is calm and relaxed</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Positive-Support strategies:</b> The things we can say and do to keep the child in the green for as much of the time as possible.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Green Zone:</b> Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student is in control in the Green Zone.	
<p><b>Behaviour:</b> What the child does, says and looks like that gives us clues that he/she is calm and relaxed</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Proactive-Support strategies:</b> The things we can say and do to keep the child in the green for as much of the time as possible.</p> <ul style="list-style-type: none"> <li>•</li> </ul>

**De-escalation Strategies**

Verbal advice and support	Reassurance	Space given	Praise points/strengths
Firm clear directions	Planned Ignoring	Success Reminders	Choices/Limits
Humour	C.A.L.M. talking/ stance	Reminders about consequences	
Negotiation	Contingent touch	Swap adult	
Limited choices	Patience	Withdrawal directed (Time	

		Out)	
Distraction/Diversion (Known keywords, objects, likes etc):	Contingent touch	Withdrawal offered (Time Out)	Other Techniques (Stated Below)
<p>Preferred supportive and intervention strategies: (Describe strategies below that, when and where possible, should be used before Positive Handling techniques are used)</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Notes (including environmental changes that might help):</p> <ul style="list-style-type: none"> <li>•</li> </ul>			
<p><b>Yellow Zone:</b> Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student maintains some control of himself or herself in the Yellow Zone.</p>			
<b>Trigger</b>	<b>Behaviour:</b> What the child does, says and looks like that gives us clues that he/she is becoming anxious or aroused.	<b>Reactive-Support Strategies:</b> The things that we can do or say to stop the situation from escalating and return the child to the green zone as soon as possible.	
<p><b>Red Zone:</b> Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and is described as being “out of control.”</p>			
<b>Trigger</b>	<b>Behaviour:</b> What the child does, says and looks like that gives us clues that he/she is becoming anxious or aroused.	<b>Reactive-Support Strategies:</b> The things that we can do or say to stop the situation from escalating and return the child to the green zone as soon as possible.	
<p><b>Post-incident</b> (What care is to be provided):</p> <p>Following an incident of physical aggression, a child may be in a ‘heightened’ state for 20</p>			

mins or more.

During which the following should be done:

Medical conditions that should be considered before intervening: (i.e. Asthma, Brittle bones etc)

Preferred physical intervention strategies (named restraints highlighted in bold):

Considerations for off-site visits:

School transport:

- 

Special seating arrangements: (e.g. Harness, needs to sit near to ...away from....)

- 

Dos and don'ts to be passed on to escort:

- 

Parent/Carer sign-off: .....

Date: .....

### Appendix 3.

#### Behaviour Watch Quick Guide

- Behaviour watch report slips to be completed by staff who dealt with the incident; after an incident check who will be taking responsibility for completing the slip.
- Complete student name who was involved and staff member completing slip.
- Select subject, date, location and **start and finish time** (Slip will stay open until SLT close)
- List other staff involved (cc if other members of staff need to complete form) i.e. person there at the start is not there at the finish

- Select antecedents
- Select behaviour
- N.B. Level 4 if restraint is used; Parent/Carer must be phoned/contacted the **same day**. Class Dojo is only to be used after a message is left on phone but the guardian has not been spoken to. A subsequent phone call is to be made.
- A complete description of the behaviour
  - This is needed to include relevant timings if over a prolonged period (20 minutes)
  - Include a description of what has happened before the behaviour.
  - Describe behaviour
  - Describe the result of behaviour (I.e. use of caring c's)
  - State who has done what (initials can be used for staff)
  - What has happened afterwards (when did the pupil successfully re-join learning)
- Complete de-escalation techniques
- Description of de-escalation and highlight techniques used
- Complete any injury details – if injury occurs accident slip to be completed on SchoolPod (a first aider will have to complete this) but you must ensure that a record has been made even if the decision is that no treatment is required.
- Complete use of Safespace
- Informing others (when and how if relevant)
- Plan for improvement must be completed by the teacher; including staff debrief (cc of slip will go to them)
- SLT will do the final sign off
- Remember that Behaviour Watch tracks all changes, so be clear why a change is being made

#### **Appendix 4.**

ABC CHART



Pupil Name: \_\_\_\_\_

Class: \_\_\_\_\_

Instructions: For each instance of behaviour, record the context of the behaviour (date, time, designated activity, people involved, location, etc.). Also briefly describe the antecedent, behaviour and consequence. Based on the observation of the behaviour, determine a possible function of the behaviour (e.g. seek attention, escape/avoid task, leave an area or person, access a preferred item, sensory consequence, avoid interruptions, communication of pain/illness, etc.).

	Antecedent: What happened immediately before the behaviour?	Behaviour: Describe the behaviour in observable terms (e.g. kicked a peer)	Consequence: What happened immediately after the behaviour?	Possible Function: What is the "payoff"? Why is the behaviour happening?
Date: Time: Activity: People: Place:				

Appendix 5.



## Relationship Policy 2020 Covid-19 Addendum

In our schools, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Relationship Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all students and staff. It is to be used in conjunction with, and read alongside, the Relationship Policy, Anti-Bullying Policy, E-Safety Policy and Safeguarding and Child Protection Policy. These adjustments are set out below.

We fully understand that our students 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; e.g. school trip. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. Some students may have had a very positive time during the lockdown and therefore wish to not be in school. For many, the process of re-engagement 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; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some students, including those with attachment concerns, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

We recognise that all behaviour is a communication and therefore could be a sign that for some individual children there is an unfulfilled need and that they are communicating that there is a problem. The school will undertake individual risk assessments for the student and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as is safe and reasonably possible. Schools will work closely with parents to implement supportive strategies that will inform an

appropriate response. If necessary seek external support from other agencies such as Educational Psychologists or Early Help.

### **Arrivals, Departures and Moving around the school**

Students will enter the school through the **designated entrance** at the agreed time. They will go straight to their **designated room**, keeping a 2m distance from any other individual as outlined in the **social stories sent to all parents/carers**. There will **be markers on the floors** to support children with social distancing.

At their **designated home time**, students will leave the building from their **designated exit**. They will leave one at a time when their parent or transport has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. When the children leave their designated room to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay 2m from peers and adults. Students will follow an adult from their room on their designated route.

We understand that our students do not always understand when they feel unwell and staff will **be extra vigilant** to notice any signs of illness, however, we will encourage all students to tell a member of staff if they are unwell.

Students will be **allocated their equipment** e.g. water bottles and we will endeavour to ensure that these are not shared with others.

### **Handwashing and Hygiene**

We understand that a large number of our students may not be able to independently follow hygiene guidelines, however, students will be expected (and supported) to follow all **handwashing and hygiene routines** while in school. Children will wash hands / use the antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day

We ask children to follow the catch it, bin it, kill it, the mantra when in school, if they need to cough or sneeze, they should use **a tissue or crook of their arm**. Students will be reminded not to touch their face, mouth, nose or eyes while at school.

We fully understand that our students may find these expectations difficult to follow, however, should a child not be able to, or refuse, this can be a concern for the safety of themselves and others and their **risk assessment** will be reviewed to reflect this. (see below).

### **Social Distancing**

We fully understand that our students may find social distancing challenging, especially as proximity and positive touch is a vital tools in learning and teaching young people with SEND, and we understand social distancing may be more difficult for younger children, they

will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Children who are old enough will be expected to socially distance themselves from their peers and adults in school and on the playground/field at all times.

Students will have their table with chairs spaced 2m apart. When children enter their room, they will be expected to go straight to their table and, though this will be a challenge, will be encouraged to remain in their own space.

Teachers will ensure that students, where ever possible, adhere to social distancing measures. Where older students are not able to follow adult directions and are displaying unsafe behaviours, the usual disciplinary procedures and consequences will be used (see below).

### **Toilets**

Each base will have designated toilets to use. These will be signposted. Students will be supervised and encouraged to use the toilets one at a time (this may not always be possible with reception children). When a child has finished in the toilet they must wash their hands.

### **Break times**

Students will have a designated place to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

### **Rewards**

Positive reinforcement will be the most powerful way to ensure that everyone displays safe behaviours and this will be no different during these restrictions. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude, safe and good behaviour, and show recognition if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted, however, ... insert anything specific for the school

### **Behaviour in school**

If a student's behaviour is deemed unsafe and high risk, for example, refusing to adhere to safety measures, such as hand washing, social distancing, remaining in their room or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following procedures, sanctions and consequences could be used:

- Conversation(s) with the student(s) could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current relationship policy.

- Once all appropriate behaviour management strategies have been exhausted, contact should be made with the pupil's parent/carer.
- **Review of the individual's risk assessment**, which may result in it not being safe for the individual, other students or the staff, for them to be in school and they will remain at home (as per DfE guidance "Supporting Children and Young People with SEND as Schools Prepare for Wider Re-opening (26<sup>th</sup> My 2020)").
- If the health and safety of other students and staff members are put at risk by the student not adhering to social distancing measures, then the parent/carer will be expected to collect the student as soon as possible.
- If the student's actions are deemed as a serious breach of the school's Relationship Policy a fixed-term exclusion may be applied in line with Exclusion guidance.

### **Students working from home**

If interacting with other students or staff online, children should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, students.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, or any other platform, will be taken very seriously. This is also the case for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.