



*Jesus is the centre of our lives,  
Our learning and friendships.  
In a safe, happy and caring community  
Where all are welcome.*

## **Behaviour Policy Amendment in response to Covid-19**

**May 2020**

## **Rationale for amendment**

Holy Cross Catholic Primary Academy has reviewed Annex A (Behaviour Principles) of the Planning Guidance for Primary Schools issued by the Department for Education. (May 2020). In light of this, amendments have been made to our existing Positive Behaviour Policy.

*This amendment is to be read in conjunction with our published **Positive Behaviour Policy**. We continue to follow our behaviour policy in terms of promoting and rewarding positive behaviour.*

## **Context**

We want our school community to feel safe and calm. We have already been working on creating an environment that feels physically and emotionally safe for all of us.

Upon the children's return, we will provide an inclusive environment in which the children feel surrounded by support. They will know that they can rely on all the adults around them to be positively reinforcing the same messages to create 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 children and on their readiness to learn skills.

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, this may have manifested itself in different emotional responses.

The return to school for some of our children could also induce feelings of stress, due to the new routines and changed environment. Some may experience separation anxiety, due to the prolonged period at home with their parents.

All staff in school will be aware of this and will adapt 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.

## **Complex and unsafe behaviours**

Challenging, complex and unsafe behaviours (“behaviours of concern”) are an indicator that children need support to be included in our school.

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 (*Appendix A*) 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
- Absconding
- Serious emotional distress caused by the need to maintain social distancing

This may include children:

- 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 returning 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.

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

## **Principles underpinning our approach**

Strategies and interventions to support children's positive behaviour development reflect the abiding principles at Holy Cross which state:

*“As a Catholic school, we hold the Gospel teaching as central to our purpose and the basis of our relationships with all our members. Each person, valued as God’s creation, is deserving of respect and Christian love. Children learn behaviour from those around them.*

*It is our aim at Holy Cross is to help children to develop self-discipline and an awareness of acceptable behaviour. It is our responsibility to model and teach appropriate behaviour, recognising that different children have different needs. We strive to develop an ethos that will encourage good behaviour in our school.*

*A consistent, whole-school approach to behaviour enables the children to understand our expectations more clearly. All staff, including the Midday Supervisors, Governors, ancillary staff and administration staff, are responsible for the behaviour of any child in the school.*

*All pupils are expected, encouraged and helped if necessary to be respectful, polite and helpful to each other and all adults for example; Pupils are expected to look at the person they are speaking to and are taught, if necessary, the common courtesies of everyday life and these are reciprocated by adults in school.*

*Parents are also most important partners in our behavioural system. We recognise the need to share successes with parents as well as discussing problems with them. We create ample opportunities to work with parents and also by being proactive in contacting them should the need arise. Parents are made aware of incidents which occur in school and the strategies available to deal with the situation.”*

## Reasonable Adjustments

Please be aware that the following reasonable adjustments have been made in addition to our Positive Behaviour Policy and will take effect from June 1st, 2020 until the end of this academic year.

All staff will teach and model the new behaviour expectations to support positive behaviour in line with our stated principles.

Children need to behave differently when they return to school because of new systems we have put in place. Children must therefore:

- follow the altered routines for arrival and departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who they can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing at a 2m distance using markings in place)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus
- follow rules about not sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks & play times, including where children may or may not play
- follow instructions about use of toilets, including using only those designated to their group
- follow the clear rules about coughing or spitting at or towards any other person

If children display any of the following behaviours, Parents/Carers will be contacted, and the provision and approach discussed. Where we are unable to reduce the impact and risk of the behaviour the indicated sanction will be used.

\* Appendix A

<b>Behaviour</b>	<b>Action</b>	<b>Sanction</b>
Not following school instructions on hygiene, such as handwashing and sanitising	Adults to model and more closely supervise.  Parents informed and provision and approach discussed.	Should this become persistent, the child will be sent home for the remainder 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.
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.	Adults to explain the reasoning and de-escalate using appropriate strategies.  Parents informed and provision and approach discussed.	Should this become persistent, the child will be sent home for the remainder 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.
Not following designated routes around school.	Adults model correct movement around the school.  Parents informed and provision and approach discussed	Should this become persistent, the child will be sent home for the remainder 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.
Spitting, licking and/or biting others.	Remove other children and adults to a safe distance.	The child will be sent home for a fixed term exclusion of at least 2 days. A behaviour risk assessment * will be

<p>Physical aggression involving skin to skin contact.</p>	<p>Parents informed and provision and approach discussed.</p> <p>Contact the parents of the child and the child who has been spat at, licked or bitten.</p>	<p>undertaken which may indicate that it would not be safe for the child to be in school.</p> <p>If the risk assessment supports a return to school, additional provisions may be placed where necessary and available.</p> <p>This may include individual support from a member of staff for the child- whereby the staff will wear PPE and work in a smaller group size if deemed necessary provision for the safety of the child, peers and adults on site- particularly where additional needs have been identified.</p> <p>Social stories will also be created and provisions placed in relation to identified additional needs. All of which will be included in the risk assessment.</p>
<p>Deliberately coughing in the direction of other children and/or adults.</p>	<p>Remove other children and adults to a safe distance.</p> <p>Parents informed and provision and approach discussed</p> <p>Contact the parents of the child and the child who has been coughed at.</p>	<p>The child 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.</p>

<p>Deliberately making any inappropriate and insensitive comments or displaying insensitive behaviours linked to the Covid-19 pandemic. For example, a child saying, "Your mum has coronavirus."</p>	<p>Explain to the child why what they have done, is inappropriate.</p> <p>Parents informed and provision and approach discussed.</p> <p>Speak to the child who has been affected.</p> <p>Contact their parents.</p>	<p>Should this become persistent the child will be sent home for rest of day and a warning letter issued.</p>
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### Parent/Carer agreement

In returning your child to school, you as a Parent/Carer are confirming that:

- You have read the Positive Behaviour Policy and this amendment which comes into effect from the 1<sup>st</sup> June 2020
- You understand that if your child displays the behaviours detailed in the amendment that you will be contacted and that where we as a school are unable to reduce the impact and risk of the behaviour, the indicated sanction will be used
- You will be fully supportive of these reasonable adjustments which have been made to protect the children and staff at school.



## Appendix A: Holy Cross Catholic Primary Academy Behaviour Risk Assessment

<p><b>Reason for completing this risk assessment</b>                  Please complete this risk assessment if you have concerns regarding behaviour or safeguarding risks posed to other children and adults.</p>			
<p><b>Child Details</b></p>			
Name of child:		DOB:	Year Group/Class:
Does the child have an EHC plan? <Yes/no>		Does the child have a social worker? <Yes/no>	
	<b>Aggressive or non-aggressive behaviour that causes increased risk to child and/or others</b>	<b>COVID 19 risk to child and/or others</b>	<b>Control Measures</b>
<b>Behaviour which impacts</b>	<p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• <i>Playing with bodily fluids or spiting at others</i></li> <li>• <i>Mouthing equipment</i></li> <li>• <i>Licking</i></li> <li>• <i>Close proximity to others faces</i></li> <li>• <i>Scratching</i></li> <li>• <i>Biting</i></li> </ul>		
<p><b>Conclusion of behaviour risk assessment:</b> &lt;The child is safe at school&gt;/ &lt;The child poses a significant risk to others and is required to stay at home&gt;</p>			
<p><b>Brief rationale:</b></p>			
<p><b>Monitoring and Liaison Arrangements while the child is at home</b></p>			

<b>Risk Assessment Review date:</b>
<b>Monitoring arrangements while child is at home:</b> <daily>/<weekly>/<fortnightly>/<monthly>/other (specify)>
<b>Liaison plan while child is at home:</b> <i>Please give details of the safeguarding arrangements while the child is at home.</i>
<b>Risk assessment review statement:</b>