



Therapeutic Behaviour Policy Addendum for COVID-19

| Document history | |
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| A copy of this document can be obtained from | The schools' network The schools' website |
| Related documents | |
| Therapeutic Behaviour Policy | |

At John Rankin Schools we use a whole school Therapeutic approach to Behaviour. Please see our full policy approved by governors. This section provides clarity to expectations of managing behaviour in conjunction with our current COVID 19 risk assessment under the guidelines from the government.

| Guidance Note | Actions |
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| <p>Dealing with pupils with high anxiety about returning to school</p> <p>Schools are required to support children with their attendance which is now statutory</p> <p>Some pupils may need additional support on school arrival, displaying behaviours associated with anxiety</p> <p>Staff and pupils need to be protected from the risks of physical contact whilst pupils enter the school</p> | <p><i>(Please see general risk assessment and advice to parents on staggered starts and one way systems)</i></p> <ul style="list-style-type: none"> • If a pupil becomes distressed on entry to school parents will be encouraged by a member of staff to revisit the one way system again, calm child and retry to enter the class. • If pupils are still highly distressed, the teacher will contact a member of the pastoral team by radio stating where they are and that they either; need assistance • A member of the pastoral will aid support to enter classroom or take them to the nurture room to calm • Pupils using the nurture room will later be brought to class when calm and ready for learning • Teachers are not advised to have physical contact with children in order protect pupils and staff from COVID - 19 |
| <p>Tackling poor attendance</p> <p>Attendance of pupils will be statutory</p> <p>There may be a higher rate of absence related to symptoms or anxiety</p> | <ul style="list-style-type: none"> • Pastoral team and Deputy Heads will monitor attendance of pupils weekly and follow up with families where attendance is falling or an issue. • Teachers should communicate with attendance manager any concerns they have with attendance of pupils • Attendance Manager will ensure that reports on attendance reflect the current climate – ie, collecting data that separates authorized and unauthorized absence as well as |
| <p>Support for Challenging Behaviour</p> <p>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further</p> | <ul style="list-style-type: none"> • Staff are advised to follow the Therapeutic Behaviour Policy and Staff Guidance to identify whether behaviour is Prosocial, unsocial or anti-social • Therapeutic strategies <i>(as per policy and updated staff guidance)</i> should be used to promote prosocial behaviour, prevent or diffuse unsocial behaviour • In the event of identification of anti-social behaviour, staff should consider whether this is dangerous or not (these are listed in the staff guidance) – under new guidelines this could also mean deliberate refusal of hygiene guidance, spitting or purposely coughing near |

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| <p>details:https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools</p> | <p>someone. This may need to be reported to a therapeutically trained member of SLT.</p> <ul style="list-style-type: none"> • In the event of dangerous Anti-social behaviour, staff will need to contact (by radio) a therapeutically trained member of SLT for support – this may take the form of supporting the class while the teacher attempts to diffuse the situation, the trainer providing staff with advice on strategies or supporting the child in order to keep them safe • SLT may use the nurture rooms, short walks or outside calming activities – pupils may return to their bubbles if they are calm • In the event of Anti-social behaviour, parents will be informed about the incident and the protective consequences and restorative strategies used |
| <p>Exclusions</p> | <ul style="list-style-type: none"> • In the event of anti-social or dangerous anti-social behaviour, if it is deemed detrimental for a child to remain at school, usual fixed term exclusion procedures will follow |
| <p>Reporting and Recording Behaviour</p> | <ul style="list-style-type: none"> • All behaviours that are considered Anti-social (please see Therapeutic Behaviour Policy and staff guidance) will be recorded on Cpoms - as part of a pupil's timeline • Any dangerous Anti- social behaviour (see <i>policy</i>) will be reported to a member of SLT and recorded on Cpoms • Safeguarding procedures remain the same |