



### Behaviour Appendix in light of Covid-19 response

Pupils that display distressed behaviour will be given space and time to regulate (~~where safe to do so~~), and supervised from a safe distance. Where this is not physically possible, the parent/carer will be called immediately, and the pupil will be sent home. They will not return to school that day.

Where a pupil becomes so distressed and unsafe, 'Positive Handling' will only be deployed as a very last resort. Where possible, parent/carers will be contacted; the pupil will be sent home and will not return that day.

Pupils that are unable to self-soothe or regulate with the support of a familiar adult at a safe distance; will be sent home immediately and will not return to school that day.

Pupils that display distressed behaviour when entering school will be verbally reassured by a familiar adult; from a safe distance. Where this is not possible, or does not serve to help regulate the pupil, they will be taken home immediately and will not return to school that day.

Pupils that struggle to separate from parent/carer will be allowed to bring one photograph from home in a plastic sealed bag (e.g. sandwich bag), that will be kept at their workstation. Cuddly toys etc. will not be allowed as transitional objects.

When a pupil becomes distressed throughout the day, they will be given items from the calm down box (which will be cleaned) to help them regulate, instead of using the Nest as a safe space. Where this does not serve to help regulate the pupil, they will be sent home and will not return to school on that day.

When a pupil is unable to follow instructions, which then places themselves and others at physical or emotional risk (e.g. not keeping 2 metre distance, coughing without attempting to catch the germs), they will be sent home and will not return to school until the parent/carer is able to complete a risk assessment with the phase leader via telephone/email conversations.

All staff to be aware that distressed behaviour can often be communicated via anger, fear, sadness and happiness and may take the form of fight, flight or freeze.

All staff will deploy the VRF's (Vital Relational Functions) when communicating at all times.

The key difference from the existing Behaviour Policy, is that staff will be asked to offer support without physically touching the child and without coming down to their level, in order to minimise contamination.

Appendix to be reviewed in light of the schools 'Reset Policy' and Government Guidance.

