**Bentley New Village Managing Emotional Development and Behaviours**

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2020 2022

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT & Governors** | **Abigail Smith** |
| **DATE: September 2020** |
| **SIGNED:** A,Smith | **ROLE: Assistant Head Teacher** |
| **TO BE REVIEWED:** | **September 2022** |

**OUR SCHOOL VISION**

Together we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school in which we will focus on excellent progress within traditional core subjects whilst providing a rich and exciting curriculum.

We believe that our school should equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

All pupils will have the opportunity to take part in a wide range of physical and sporting activity, as part of the curriculum, as an extra-curricular activity and in competition with other schools. Through sport we will promote a love of physical activity, the spirit of fair play and the ability to be a team-player, a coach and a mentor.

We will encourage the development of individual flair, creativity, talent and personality and will always embrace differences and uniqueness. Our school will value a good sense of humour and celebrate the fun that can be had in learning and within our school.

**OUR SCHOOL VALUES**

Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity

**OUR SCHOOL AIMS**

* To raise the aspirations and life-expectations of each individual within our school so everyone strives for **personal excellence** in everything they do
* To provide outstanding learning and teaching which enables all pupils, regardless of gender, race, background or ability, to excel
* To help pupils and staff build on their strengths and overcome their weaknesses through development, mentoring and support
* To help pupils develop respect for others so that they can form tolerant and caring relationships and be sympathetic to the needs of other people, whoever they may be
* To provide pupils with a variety of experiences and the support they need to be healthy and active, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being
* To use the skills, knowledge, experience and talents of all staff to personalise the learning for each pupil
* To develop a culture of team work that promotes continuous improvement and the highest standards of achievement and conduct
* To be committed to providing a high quality program of professional development and training.

Our mission statement, **“What Challenges us, Changes us”**

**We believe that:**

**Managing children’s behaviour is explicitly linked to understanding their social, emotional and brain development and the personal circulstances and life influences that an individual has experienced. We believe that there is not a ‘one size fits all’ model of managing pupils behaviour development because every child is unique in their needs, their influences and their experiences.**

**RATIONALE**

Learning happens best when children feel confident, safe and are able to enjoy their learning experience. To ensure this happens we strive to provide immersive and differentiated learning environments with a clear expectation of how behavior impacts on learning and memory. We use a range of strategies and approaches to support this, making our teaching diverse and inclusive to our pupils’ individual needs. As a school, we offer an expertise in how children grow and develop and the role this plays on their behavior in school. As such, we adopt a research-based, nurturing approach to the social, emotional and mental health development of our pupils so that they become empowered to make daily decisions about their behaviour and social interaction independently. We strive to teach to all pupils of Bentley New Village how to become the best version of themselves.

**PURPOSE**

This Policy aims to provide clear expectations and directions to all staff as to how Bentley New Village will ensure that our school is a safe and enjoyable environment to work in. Children will respond positively through knowing that all our staff work towards creating an environment which**:**

* Enables all learners to achieve their potential through good behaviour management
* Employs a consistent, firm but fair approach to behaviour management
* Supports all learners in their individual needs to achieve and succeed

**REWARDS, AWARDS AND CELEBRATIONS**

DOJOS & TEAM HOUSES

At Bentley New Village, we praise and award positive learning attitudes with Dojos.

Our Learning Attitudes are:

* Determination and Resilience
* Cooperation and Tolerance
* Creativity and Curiosity

Our linked Learning Attitudes in Foundation Stage are:

* Active Learning
* Playing and Exploring
* Creating and Thinking Critically

Our School prayer demonstrates how we value these attitudes in our school life at Bentley New Village:

**This is our school and we are a family**

**Together we learn, work hard and achieve**

**We come together to cooperate and share one another’s successes**

**We are creative, we dare to dream, imagine and be curious**

**But most of all, we are determined to succeed and achieve**

**For we know what challenges us, changes us**

Our children belong to part of a Team House where positive learning and attitudes wins dojos for their school house. The house with the most points at the end of every half term is awarded with a non-uniform day. Our school houses are: England, Ireland, Scotland and Wales.

PRAISE AND REWARDS

Positive behaviour stems from praise but also from firm, fair and clear boundaries and expectations. The awarding of Dojos supports this in classrooms. Practise should:

* Promote regularly our learning attitudes
* Praise with reason. Explain to the pupil why they are being rewarded
* Praise with dojos, stickers, verbal praise, a smile!

It is *essential* to catch children doing the right thing and to praise them for it in order to create a positive, enthusiastic and safe environment.

At Bentley New Village we reward good behaviour and a positive learning attitude in the following ways:

* Dojos
* Verbal praise
* Positive body language and expressions
* Sharing a child’s positive learning attitude and behaviour with the class
* Citizen of the Week awarded to a pupil from each class who has excelled in a learning attitude
* Weekly Citizens of the Week Celebration Assembly
* Weekly Friendship Friday time to enjoy one another’s company
* Half Termly non uniform day awarded to the school house with the most dojos for excellent learning attitudes
* A Rewards Night – at the end of the school year, 4 rewards are awarded per class to pupils who have excelled in our learning attitudes and who are of merit. Pupils who have been awarded a Governor’s Award and a place in the Book of Honours will be celebrated. Parents are invited to attend.



DOJOS AND CELEBRATION ASSEMBLY

* Dojos are awarded throughout the school day
* Every Wednesday, the Dojos per class and per team are counted
* Four pupils with the highest number of Dojos are contenders for the Citizen of the Week
* Citizen of the Week is announced in the Celebration Assembly. Each Citizen of the Week is awarded with a certificate and a Bentley New Village bracelet linked to the learning attitude for which they have been praised. Parents are invited.
* The house with the most points is also celebrated in the assembly
* Dojos are reset on Thursdays

**THE IMPORTANCE OF RECOGNISING THE ROLE OF SOCIAL, EMOTIONAL AND MENTAL/BRAIN HEALTH DEVELOPMENT**

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Our school works hard at developing its understanding of the research-led information of the influences that effect children’s behaviour. We adopt a Thrive© led approach which means we offer a bespoke approach to helping pupils with their social and emotional development. Thrive teaches us to understand the impact that our early experiences have had on our brain development and how this affects our behaviour. Thrive improves all children’s emotional wellbeing and social skills and for our more vulnerable children, whose earlier experiences have not equipped them with a sufficient stress regulation system, it enables them to feel safe, to concentrate, to be curious or to work collaboratively. It helps them to develop a way to regulate their emotion, putting language to feelings and to communicate them rather than reacting solely on feelings.

In Thrive terms, we are teaching our children to:

Feel Stop Think Choose Behave

For children who have had ‘good enough’ life experiences where adults have helped them to regulate their emotions in different situations, this model shows what most children are able to do.

For those children who have had a trickier life experience, this is what they tend to do:

Feel Behave

As a Thrive school, it is our job to help them ‘catch’ the feeling, to understand it and to help them regulate it and deal with it in a safe way so that their emotional learning develops to reflect the first model.

Science shows us that it takes **500 times** to change a pathway in our brain – changing our emotional development takes time and commitment.

We teach our pupils the brain science behind their feelings and their body’s responses so that they are more able to understand the reasons behind their behaviour and how we can work together to change it.

**A THRIVE APPROACH TO SUPPORTING BEHAVIOUR**

As the adult, it is key that we remain regulated (have our own emotions in check) so that we can provide emotional support and stability to our pupils. If, as the supporting adult, you do not feel that you are regulated enough to manage a pupil in need then you must ask for additional support.

When a pupil is finding things tricky, is dysregulated or in need of emotional support we, as adults, use four keys steps to help them regulate themselves (calm themselves) and which contribute positively to their development. They are known as the Vital Relational Functions (VRFs) and it is this approach that we use.

When a pupil starts to communicate that they are finding it tricky, we **do** VRF – we notice, we do **not** distract or ignore as they are communicating that they need our help.

VRFs

* Attunement
* Validation
* Containment
* Soothing / Regulating
* **Attunement –** Be alert as to how the child is feeling. Name the emotion that you see. ‘I can see that…’ ‘I’m wondering if…’ ‘I’m noticing that…’
* **Validate –** Validate their experience / feeling. ‘It’s ok to feel sad when….’
* **Containment –** Be understanding of their feelings, match them. At times containment may be physical restrain where the child needs that containment to feel safe or to help them regulate their body, or to keep themselves and others safe.
* **Soothing / Regulation –** Model how to soothe and calm their bodies

Once the child is calm, we can ‘shine the light’ on their behaviour and model what we could do differently next time we feel this way.

Even though we work hard to understand the behaviour, we still let the child know ‘when that behaviour is not ok.’ We explain why their behaviour isn’t ok and what we are going to do to support them in changing those behaviours. It is essential to recognise that the supporting adult(s) should remain with the pupil until the pupil is regulated and able to use their thinking brain and manage themselves without high-levels of adult supervision and support.

**‘RED BRAIN’**

Children in their ‘red brain,’ otherwise known as the brain stem, are dysregulated meaning that they are solely feeling all the emotion in their body and cannot engage their thinking part of their brain. These children are in a fight, flight or freeze mode. Children in their red brain are not open to discussion or reasoning and many will need emotional and / or physical containment through a positive hold to keep them safe.

A child at ‘***Being’*** is permanently in their red brain and a child at ***‘Doing’*** is slightly less so. Therefore, we support their behaviour ***differently*** to those pupils who we know are working at Thinking and above.

**SUPPORTING A CHILD IN THEIR RED BRAIN**

The sole aim is to calm and soothe the child. We do not try to ‘fix’ the situation as the child is not ready for that.

* Keep the child safe using a positive hold if necessary
* Attune and wonder out loud about the possible cause of the dysregulation. Avoid questioning. Often if we get the cause of the feeling correct, the child begins to calm as the adult begins to understand the situation
* Focus on calming and soothing the body. Encourage deep breathing to stimulate the Vagus Nerve which causes the body to soothe and relax
* Just be there for the child. Sometimes just sitting in silence is enough
* *‘I’m wondering what’s happened.’*
* *‘I’m noticing you’re… and I’m here for you.’*
* *‘I can see you’re finding this hard.’*
* *‘This is really hard for you and I’m here to help.’*

**SUPPORTING A ‘BEING’ CHILD**

Here our focus is to build a relationship between child and adult so that they trust us to keep them safe. It is repetitive – the child will test the adult to see if they will keep their word.

* Attune, Validate, Contain, Calm & Soothe
* Shine the light on why their behaviour was not okay
* Support the child name their feelings
* Do not shame & blame
* NO logical consequence – the child’s brain isn’t sufficiently developed to understand the concept of cause and effect

**SUPPORTING A ‘DOING’ CHILD**

At this stage we start discussions about apologies and consider how others may feel.

* Attune, Validate, Contain, Calm & Soothe
* Shine the light on why their behaviour was not okay
* Support the child name their feelings
* Discuss apologies
* ‘How do you think they feel?’
* NO logical consequence – the child’s brain still isn’t sufficiently developed to understand the concept of cause and effect

**SUPPORTING A ‘THINKING’ & ABOVE CHILD**

At this stage the child learns about cause and effect and with support can understand logical consequences. A child at this stage can use their ‘thinking brain’ and has been supported to

Feel Stop Think Choose Behave.

* Attune, Validate, Contain, Calm & Soothe
* Shine the light on their behaviour and what could have happened instead
* Logical Consequence

**LOGICAL CONSEQUENCE FOR CHILDREN AT THINGKING & ABOVE**

We follow a logical consequence system to the behaviour that the pupil has displayed, in that they are able to put right the actions of dysregulated behaviour, once they are calm. Logical consequences MUST be related to the child’s point of development, the nature of the dysregulation and be a suitable and relevant consequence. Logical consequences are rarely a ‘one-size-fits-all’ model but are linked closely to the needs, emotions and behaviours of the individual.

Logical Consequences Guidelines (this is meant as a ***guidance*** to possible actions and not a definitive list of instructions; the logical consequence should be a reasonable and logical consequence to the action(s))

* **Refusal**

**To follow an instruction –** the pupil would do this before moving on

**To complete learning –** learning is completed during break / lunch time for maximum of 15 minutes. Loss of learning over 15minutes is to be completed at home

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**FSU -** If a child refuses, the child completes learning in provision time, the child then works 1:1 with the class teacher/TA for ‘catch up work’

* **Hurting Another (Accidentally or the pupil shows remorse)**

Apology, pupil helps tend to the injury, pupil spends time writing an apology letter during break or lunch

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**FSU -** The child holds the adult’s hand and stays by their side for a few minutes (3 years old= 3 minutes) No talking; they need to know that they are missing out on whatever they were doing before. They are not having a “chat” with the adult… speaking at this time would be considered as a reward

* Once that thinking time is finished, the adult speaks to the child about playing nicely and models the apology together for the child. “I am very sorry that I hurt you. I will not do that again” (do not insist in the first child saying sorry)
* **Inappropriate language**

Apology, pupil spends time writing an apology letter during break or lunch

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**FSU -** explain to them in a calm voice that words like that are not ok

Give the chid an alternative word/phrase (for example let’s say “oh dear”)

* **Hurting Another (purposeful and non-remorseful)**

Exclusion to the Head / Assistant Heads or home

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* Once that thinking time is finished, the adult speaks to the child about playing nicely and models the apology together for the child. “I am very sorry that I hurt you. I will not do that again” (do not insist in the first child saying sorry)
* **Destruction of property**

This should rarely be seen if the Thrive approach is being used. At the point where a child is dysregulated to the point of destroying property, they need to be physically contained and placed into a safe hold. An adult then needs to use the VRFs.

**POSITIVE HANDLING**

At times, pupils may need to be physically contained to support them to regulate their feelings and where the pupil is a danger to themselves and / or others. If this situation arises:

* Positively handle **in a safe, pre-identified place** using the positive handling training
* Use the VRFs to understand the behaviour
* Think – are you the best person for the hold? The child may be upset with you, so an alternative adult may be more appropriate
* Use change of face – offer to swap with an adult if they have been restraining for a while
* Logical Consequence if they are screened at Thinking or above
* Complete a Serious Incident Form to be given to Mrs McKechnie, Mrs Smith or Miss Wales to be filed. Incident to be logged on CPOMs
* Inform the parent / carer at the end of the day
* If numerous adults are involved in the hold, the adult who began the hold is responsible for the completion of the form. Other adults contribute to it before it is sent to the above sign - posted leads.
* For more vulnerable pupils who may need holding frequently in a day – one form daily is to be completed.

Staff members involved in Positive Handling are certified and will employ the holds and techniques from this training. Please see Bentley New Village’s Positive Handling Policy.

**SUPPORT FOR VULNERABLE PUPILS**

Vulnerable pupils will have a Behaviour Support and Positive Handling Plan (BSPHP) which will detail behavioural tendencies, classroom strategies to support behaviour and de-escalation steps. It may also include a risk assessment, which will be completed if necessary, with an identified risk. The Behaviour Support and Positive Handling Plan will be created by the Inclusion Manager, after consultation with the class teacher and other supporting adults, who will then lead a meeting with parents. By signing the Behaviour Support and Positive Handling Plan parents are consenting to support Bentley New Village’s Managing Emotional Development and Behaviours and Positive Handling Policies.

Behaviour Support and Positive Handling Plans may include:

* Description of a child’s individual dysregulated behaviours
* Classroom support strategies
* Thrive De-escalation Approach
* Positive Handling escorts & holds
* Risk Assessment
* Signature from parents

Vulnerable pupils will also be observed by a member of the Thrive Team and classroom support strategies will be advised. If it is required, following the observation, the pupil will be individually Thrive screened by a Thrive Practitioner and the class teacher leading to a personalised Thrive approach. Parental consent will be sought for any Thrive screening.

SCHOOL WILL;

* Create and implement a BSPHP with all parties in agreement; school, parents & child
* Thrive screen individuals in need of targeted SEMH support
* Re-screen Thrive individuals every half term
* Implement a frequency chart to monitor high frequency behaviours of individual pupils
* Differentiate provision & resources if required
* Monitor trends in behaviours to see if a trigger can be identified and strategies implemented to support the pupil
* Include the pupil on relevant and applicable support programmes and/or interventions
* Offer a personalised timetable to support the pupil that may incorporate strategies such as sensory breaks
* Implement a reduced timetable with all parties in agreement; school, parents & child for a set period of time followed by a review
* Refer to other outer agencies, as necessary, when and where expertise (beyond the school’s expertise) needs to be sought
* Consider referral to Early Help, with parental consent, for behavioural support at home. If applicable, this is to be done within 6 weeks of the pupil being identified as a vulnerable behavioural pupil
* Hold an APDR meeting, with all parties involved, to discuss next steps in the pupil’s provision if there has been little to no improvement to behaviour despite high levels of support

OUTER AGENCIES

School will work in collaboration with outer agencies to ensure that the provision and setting for a vulnerable child meets their needs either within the school setting or an alternative more appropriate setting is identified within a reasonable time scale. School will work with a variety of agencies including; (for example)

* ASCETS
* CAMHS
* Educational Psychologists
* Thrive© support team
* Outreach provisions; Stone Hill, Levitt, specialist settings
* Early Help
* Social Care
* PAFFS
* Aspire

**NON-NEGOTIABLES**

At Bentley New Village, we have high expectations of behaviour and strive to support children in meeting these high expectations. There are occasions when even expertise support, advise, containment and guidance does not re-regulate a child and we have to consider the well-being of the child, their peers and the school staff. We follow these non-negotiables.

Any behaviour that is deemed to be:

* Purposeful and / or intentional violence to children and/or staff despite pertinent and accurate support…
* Consistent defiance leading to a child’s unsafe behaviour or behaviour which puts others at risk…

will result in these Steps to Exclusion:

Either the Head Teacher or a member of SSL will make the final decision, given the severity of the incident and the remorse shown by the pupil, in regards to the Non Negotiable breached, as to whether an exclusion home is necessary.

1. Exclusion home for a fixed and identified period of time (FTEx). The FTEx is set in line with the consequence to the actions performed and will be matched to the severity of the action
2. Complete a Behaviour Incident Form to be put into the pupil’s behaviour file to document the incident
3. Complete a Serious Incident Form, if positive handling was required, to be given to Mrs A Smith or Miss Wales
4. A return to school meeting with the Head, Assistant Heads or Inclusion Manager will be carried out before the pupil is able to return to school to review the issue and support needed
5. Incidents logged on CPOMs
6. Recurrent exclusions will lead to discussion about a suitable intervention/support programme, external support or a permanent exclusion

**EXCLUSION**

A decision to exclude a pupil will be taken only:

a) in response to a serious breach or persistent breaches of the school’s behaviour policy; and

b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Bentley New Village complies with the current DFE Exclusion Guidance (2017).

* If an incident is deemed serious enough to involve fixed term exclusion, the Head Teacher will endeavour to contact the parents on the day of the incident.
* A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures the parents can take in relation to them.
* Work will always be provided for the length of the exclusion. It is expected that this will be returned to be marked.
* Parents must meet with the Head Teacher or other named SSL member on the day that the pupil returns to school to ensure such events don’t reoccur.

**FIXED TERM (PERMANENT) EXCLUSIONS**

This involves the pupil being asked to remain at home for a defined period. During this period responsibility for the pupil passes to the parents. The Head Teacher informs the Governing Body about a fixed term exclusion beyond five days in any one term.

**PERMANENT EXCLUSIONS**

The decision to exclude a child permanently is a serious one and Governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but, in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school’s behaviour policy, where allowing the pupil to remain in school would seriously harm the education or the welfare of the pupil or others in the school. The Head Teacher informs the Governing Body about any permanent exclusion. The Governing Body has a duty to consider parents’ representations about an exclusion. The requirements on a Governing Body to consider an exclusion depend upon a number of factors (see DFE Exclusion Guidance 2017 and The Key for Governing Body).

The decision to exclude a pupil will be based on the evidence of the SLT / members of staff. The Head Teacher will make the final decision regarding the exclusion. Please see linked Exclusion Letter from Head Teacher and The Key for School Governors documents.

**DOCUMENTING THE INCIDENT**

Every staff member is responsible for documenting a behaviour incident. We require both an electronic and paper copy. This needs to be done in the following way:

1. Log the incident on CPOMS including your name and date of the incident. Select ‘Behaviour’ category and any relevant sub categories.
2. Fill in a Serious Incident Form if a positive hold was required
3. Serious Incident forms are handed to Mrs McKechnie, Mrs Smith, Miss Wales

**EXTERNAL AGENCIES / SUPPLIES**

When the class teacher is absent, the LSA for that class is responsible for following the Behaviour Policy, of notifying the supply / external agencies of any High Risk Behaviour Children and of documenting any incidents for that day.

APPENDIX 2

BEHAVIOUR SUPPORT & POSITIVE HANDLING PLAN

Pupil’s name …………………………………………………………. Year Group …………………………………………

Date of Plan ……………………………………….. Review date of plan ……………………………..

What does the behaviour look like?

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| --- | --- | --- |
| Stage 1 Anxiety behaviours | Stage 2 Defensive behaviours | Stage 3 Crisis behaviours |
|  |  |  |

Classroom support strategies

What are the common triggers?

|  |
| --- |
|  |

De-escalation; Thrive

|  |  |
| --- | --- |
| Notice the behaviour |  |
| Attune | ‘Look at you, I can see that your fists are clenched / that you’re hiding’ (name what you see) and wonder out aloud ‘ I wonder if you’re angry’ |
| Validate | It’s ok to be ….and it’s not safe to … |
| Calm & Soothe |  |
| Post incident | Logical consequence; catch up work, tidy, apologise, loss of time / reward sticker |

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| Positive Handling techniques that may be used;   * No touch guide / prompting * Two finger guide * Wrist & lower back guide * Wrist and arm crossed to hip guide * Wrist and Elbow guide * Finger of four arm hold * Double sitting hold |

Risk assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Anticipated Risk | Prevention taken | Effectiveness |
|  |  |  |  |
|  |  |  |  |

I agree to the school’s Behaviour Support and Positive Handling Plan for my child and I will support my child and the school in working towards these targets. I agree to Bentley New Village’s Behaviour and Positive Handling Policy being implemented as necessary. I understand which behaviours will lead to my child’s exclusion.

Signed by parent; Date;

APPENDIX 3

|  |  |
| --- | --- |
| BENTLEY NEW VILLAGE  SERIOUS INCIDENT FORM | |
| Date of incident; | Time of incident; |
| Name(s) of staff(s) involved; | |
| Name(s) of pupil(s) involved; | |
| Name of other staff / pupils who witnessed the incident; | |
| Brief description of incident (please be objective and factual); | |
| Reason that restraint was necessary; | |
| Pupil’s response and outcome of incident; | |
| Details of any injury to pupil, other pupils, members of staff or property; | |
| Follow up action (if required) | |

Signed ……………………………………………………………. Date ………………………………………………………………..

Parent informed: Yes No

Behaviour Policy Appendix for COVID-19: (19.10.2020)

Safeguarding During the Coronavirus (COVID-19) Outbreak

**This appendix has been created in line with the DfE’s ‘Coronavirus (COVID-19) advice and guidance including:**

* [**https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools**](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools)
* [**https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings#risk-assessments-for-children-and-young-people-with-education-health-and-care-plans**](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings#risk-assessments-for-children-and-young-people-with-education-health-and-care-plans)
* [**https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact**](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact)

**Rationale**

This appendix is to be used in conjunction with the Managing Emotional Development and Behaviours Policy. The rationale behind its creation is to ensure that the children and staff at Bentley New Village act in a manner that fully supports the very necessary safety measures that have been put in place during the COVID 19 pandemic and national crisis.

**Appendix Intent**

This appendix aims to highlight necessary changes in our practise to ensure that all staff are clear of their roles, responsibilities and expectations in these unprecedented times.

If an action now results in the potential compromising of a person’s ability to socially distance and stay safe it will now be treated in a more serious manner.

This appendix also applies to children with Special Educational Needs, whose specific needs may result in them finding it more difficult to socially distance or self-regulate. Staff will adhere to socially distancing guidelines and will only use physical restraint with pupils with an individual risk assessment. Safety measures will be adhered to as outlined in the individual risk assessments.

Bentley New Village bases its approach to both upholding pupils and staffs satfey as an utmost importance and to continuing to provide education and emotional wellbeing to our pupils on the following guidance from *DFE Safe Working in Education* document and *Guidance for Reopening Special Schools.*

*DFE Safe Working in Education*;

***How should I care for children who regularly spit or require physical contact?***

*If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting) or require care that cannot be provided without close hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE.*

*The issues will be specific to each child or young person and individual responses will be required. Staff should review and update existing risk assessments.*

*In these circumstances, to reduce the risk of coronavirus (COVID-19) transmission, no additional PPE is necessary because these are non-symptomatic children in a non-healthcare setting and so the risk of viral transmission is very low. However, additional space and frequent cleaning of surfaces, objects and toys will be required. Cleaning arrangements should be increased in all settings, with a specific focus on surfaces which are touched a lot.*

*Guidance for Reopening Special Schools;*

*‘formal consideration of how to reduce contacts and maximise distancing between those in the setting and, wherever possible, minimise the potential for contamination as much as is reasonably practicable’*

*‘assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils or students’*

*‘implement sensible and proportionate control measures which follow the health and safety hierarchy of control, to reduce the risk to the lowest reasonably practicable level.’*

**Roles & Responsibilities**

**The Headteacher will:** ensure that children’s and staff’s safety is a priority.

**The Inclusion Lead will:** ensure that children’s and staff’s safety is a priority and that measures taken are in the best interests of pupil’s emotional, social and mental health development. The Inclusion Lead will constantly review school’s practises to achieve this.

**Staff will:**

Due to social distancing and working within ‘bubbles’, ***we will be unable to*** complete the following actions in the Managing Emotional Development and Behaviours Policy.

* Contain and positively restrain a pupil unless it is an exceptional circumstance and a Risk Assessment has been completed. Children with more challenging behaviours will be Risk Assessed, agreed by Governors and shared with parents and any relevant agency involved, to determine whether the child’s needs can be met and the risk to the child’s, other children and staff’s safety.
* Hold Citizen of the Week Assemblies
* Hold Friendship Fridays
* Hold an End of Year Awards Night

The actions ***we will*** take are as follows;

* Award Dojos
* Verbally praise
* Share positive learning attitudes with the class
* Celebrate Citizen of the Week within the classroom and display the child’s picture
* Staff will insist that pupils follow the ‘Hands Face Space’, ‘Catch it, Kill it, Bin it’ and ‘Clean where you’ve been’ approach
* Staff will insist that pupils regularly wash hands
* Attune, Validate and support the child to regulate their emotions
* Identify any reasonable adjustments to classroom practise for pupils with more challenging behaviours
* Complete Risk Assessments for key individuals
* Police will be contacted if the pupil absconds from sight
* Staff will only accept children who are regulated into school
* If a pupil refuses to leave the school building, parents will be contacted and asked to enter and leave with the pupil once the other children have left.

**Parents will:**

* Work collaboratively with school
* Bring their child to school in a regulated positive frame of mind