

Behaviour Policy Annexe - 2020

The arrangements set out in the behaviour policy still apply alongside this additional information.

At Heart of the Forest school we will endeavour to follow the Government guidance and social distancing rules will be promoted, however, it is recognised that for some of our pupils this will be challenging.

This will be promoted through social stories, short video clips and appropriate signage in and outside of the building. It will be modelled and verbalised by staff. Pods will be kept small with large spaces to maximise the opportunities to socially distance.

At Heart of the Forest we will develop a recovery curriculum that supports positive behaviour and promotes pupil well-being. This will be supported through a transitional approach with additional resources.

This will be positively supported through:

- a reduced timetable, with flexibility, that recognises some pupils will have lacked routine, structure and demands. This will increase over time at pace that is agreed.
- Liaison between home and school to establish current positives and favoured activities and any issues that have arisen. School staff will begin planning with the individual pupil's current interests at the centre. They will slowly transition to a more traditional timetable.
- Effective communication aids will be used to support positive behaviour, this will include, visual timetables, social stories, individual now and next boards and transition photos. Pupils who use electronic devices will have them updated to reflect the current topics being discussed and to support the current transition phase.

Current behaviour plans and risk assessments will need to be followed and reviewed.

Each pupil has a specific COVID-19 risk assessment that incorporates how behaviour may impact on the current risks associated with COVID-19. The control measures in these should be adhered to.

Some pupils require physical intervention at times of crisis or distress. This will only be used when absolutely unavoidable and all de-escalation techniques have been tried.

During this time, if a pupil has an increased need for physical intervention, their risk assessment will be reviewed and discussed with SLT and parents/carers.