**Behaviour Policy 2020 Covid-19 Addendum Guidance**

The principles as set out in our School Behaviour Policy remain and should continue to be followed. This addendum should not be used as a stand- alone document and should be read in conjunction with the existing policy. It sets out the expectations of Gosden School in light of the Covid-19 pandemic and the need for children to behave differently when they return to school. It describes the new systems in place and how pupils will be supported to adhere to them.

This addendum follows the advice and guidelines provided by the DFE.

Our Protective Measures Risk Assessment – Covid 19 and Staff, Pupil and Parent Protocols identify the changes to …

* The routines for arrival or departure
* The school instructions on hygiene, such as handwashing and sanitising
* The expectations about sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands
* Pupil illness
* The expectations about breaks and play times
* The use of toilets
* The clear expectations for pupils at home about conduct in relation to remote education

**All pupils will be supported in the following ways:**

* Throughout the school there will be signs/posters/visual prompts to remind pupils and staff of the new safety measures in place that should be followed.
* All adults will explain new routines sensitively and help pupils to feel safe and reassured by the rules in place.
* The new routines and expectations will be explained and repeated by the pupils’ teacher every day and throughout the day. This will reassure all pupils and particularly the most anxious.
* All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
* Whilst new expectations are established, we will focus on routines, safety and well-being rather than academic challenge.
* School staff will pay particular regard to families and pupils who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.
* All our usual systems for affirming our pupils’ good behaviours will continue, with a particular focus on ‘Staying Alert’ and ‘Being Kind’ behaviours
* For pupils who are not managing for any reason to follow our school expectations, we will follow the process outlined in our behaviour policy and/or the pupil’s individual risk assessment.
* If, despite all appropriate support and guidance, a pupil repeatedly breaks our current safety rules, the head teacher may, as a last resort, consider alternative arrangements or exclude a pupil from site either for a fixed period or permanently.
* Individual ‘passports to learning’ will be reviewed in light of the new circumstances and an individual risk assessment written where appropriate.
* If there are concerns that appropriate support is not possible during this period, despite our best endeavours, a meeting will be held with parents (and relevant external professionals) to discuss next steps and what additional adaptations may be possible to ensure the pupil can manage his/her behaviour safely.

**Positive Touch and Physical Intervention**

There may be times when a pupil’s behaviour requires staff to use physical intervention to ensure the pupil’s own safety, the safety of other pupils and staff, or that property is not seriously damaged.

Gosden House School will be guided by the following principles in these circumstances, in line with the advice from the Surrey Accredited Training Centre:

* Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene.
* Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19.
* Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
* When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
* Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
* Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
* At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as pupils.

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