



MANOR HOUSE SCHOOL BEHAVIOUR POLICY COVID-19 ADDENDUM POLICY 2020 INCL EYFS

Date of Issue: **April 2019**

Date of Review: **On-going**

Responsibility: Tracey Fantham (Headteacher)

References:

MHS Staff behaviour policy

The principles as set out in Manor House 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 Manor House 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.

Manor House aims to encourage behaviour, which shows respect and consideration for other people and for their property, regardless of ethnicity, gender, age, disability or sexual orientation. Students should learn to take responsibility for themselves and for their own actions, and to value honesty, integrity, reliability and courtesy. Any form of bullying or deliberate exploitation or discrimination is completely unacceptable at Manor

Despite the changes to operating procedures, all members of the community are expected to maintain an atmosphere within the school which enables individual students to fulfil their potential in all areas, without infringing the freedoms of others. All students are expected to respect and value Manor House as a place of learning.

To maintain the ethos and good reputation of Manor House. It is hoped that this will be achieved as far as possible by positive means - by encouragement and the

approbation of good behaviour, both personally and publicly - rather than by unconstructive criticism or unnecessary sanctions.

All students are expected to appreciate the wider importance of self-discipline and consideration for others in society at large and :

- To follow any altered routines for arrival or departure
- To follow school instructions on hygiene, such as handwashing and sanitising
- To follow instructions on who pupils can socialise with at school
- To move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- To follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where pupils may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate

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.

- An age appropriate strategy for pupils to share their concerns e.g. a worry box, will be available so that pupils' concerns can be heard and responded to every day.
- 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 original behaviour policy.
- If, despite all appropriate support and guidance, a pupil repeatedly breaks our current safety rules, the headteacher may, as a last resort, consider alternative arrangements or exclude a pupil either for a fixed period or permanently.

Support for pupils who have additional or special educational needs:

- Pupils will have their individual support plan/proactive behaviour plan /risk assessment reviewed in light of the new circumstances.
- 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 pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged.

Manor 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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