



## South Gosforth First School

*'Roots to grow and wings to fly'*

### **South Gosforth First School** **Restorative Approach to Positive Behaviour Policy – COVID-19 Addendum**

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe. This means:

- *sitting children at desks in rows, facing forward (from Year 2 upwards)*
- *creating individual sets of resources, e.g. pencils and books*
- *ensuring every bubble group has their own allocated space to eat in*
- *keeping apart from others when in the playground or doing any physical exercise*
- *staggering break times and lunch times*
- *staggering start of school and collection times*
- *avoiding unnecessary staff gatherings*
- *children will stay in their year group bubbles and will not mix with other year groups*
- *encouraging good hygiene and extra hand washing*

In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our 'school rules' as explained in this policy.

We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for.

Similarly, there may be exceptional situations with pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, the HT will be called with PPE and staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

This policy should be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour.

However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of our restorative approach to positive behaviour policy. This will be dealt with in line with any other breach of this whole school approach and in accordance with the strategies outlined in full within this policy. If the behaviour is unmanageable then we will no longer be able to offer that child a place in school whilst social distancing measures need to be in place.

*The following are now added to the actions used in school. These behaviours would be classed as 'Amber' or 'Red' behaviours.*

Action	Consequence
Deliberately breaching social distancing (Amber)	Warning and reminder of the importance. Reflection time with 'yellow' action chosen.
Repeatedly deliberately breaching social distancing (despite instruction otherwise)	Child to be taken to SLT by an adult.  Potential contact with parent/carer to make them aware
Breaching social distancing and posing a danger to themselves or others	Child moved to an area away from other children.  Reflection time with 'red' action.

### **Physical Intervention (including SEND pupils)**

This is a particularly challenging aspect of our policy at this time whilst we follow government guidelines around social distancing. We will use physical intervention and positive handling only as a last resort in order to keep children safe.

For pupils with significant SEND and behavioural needs where positive contact is often needed we will amend these plans where possible to use alternative strategies. Each child with significant SEND will have their own risk assessment completed by Jo Fields. Focused work will be carried out where appropriate to help these pupils to understand how they will be supported differently from the ways they may have become used to. Staff working with these pupils will also be expected to consistently apply these strategies.

Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm. In these instances, this will be carried out in accordance with the guidelines within this and other relevant policies.

Whilst decisions to use physical intervention may need to be made quickly they should always take account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing.
- Whether it is essential because pupils are at risk of harm (to themselves or others)

It is therefore expected that physical intervention will only be used in exceptional circumstances.

PPE will be available in school and offered to all staff if required. It will be advised to any staff who need to work one to one with pupils who find social distancing difficult due to their needs should use this equipment when in school.

### Other issues

Issue	Guidance
<p><b>Pupil Rules</b> – These typically provide a ‘hook’ to help pupils remember important expectations.</p>	<p>Rather than just teaching the expectation for social distancing as a separate issue – it is now one of the ‘pupil rules’ so that it sits as part of the daily life of the school.</p>
<p><b>Playground Games</b> – Some games that pupils routinely play are no longer be appropriate due to social distancing (eg, Tag)</p>	<p>Make this a positive initiative. Pro-actively teach pupils new games that encourage social distancing. Some ideas:  <a href="https://www.asphaltgreen.org/blog/rep-it- out- games-for-social-distancing">https://www.asphaltgreen.org/blog/rep-it- out- games-for-social-distancing</a>                      Also see non-contact playground games document.</p>
<p><b>Time Out / Thinking Time</b> – Children cannot be sent to a partner classroom/another space.</p>	<p>Thinking time / time out should take place within the classroom. Teachers will need to ensure that an appropriate space is known to the children.</p> <p>If a child needs to be removed from class due to persistent disruptive behaviour then a member of SLT should be informed by one of the staff working in the bubble group so that a member of SLT can chaperone the child and help them to reflect on their behaviour using our ‘Restorative Approach to Positive Behaviour’.</p>