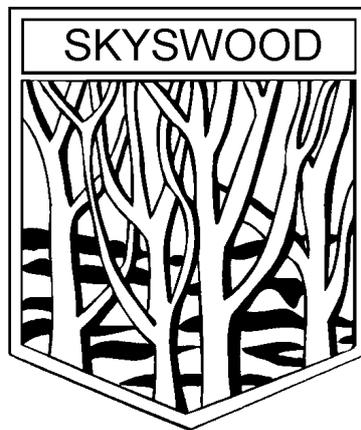


# **Skyswood Primary & Nursery School**

## **Positive Behaviour Policy**



**September 2020**

**Review Date – September 2021**

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## **Introduction**

A clear school Positive Behaviour Policy, consistently and fairly applied, underpins an effective education. A consistent approach to behaviour management and strong school leadership are two vital factors in ensuring the highest standards of behaviour throughout the school.

' Governing bodies of maintained schools have a duty under Section 89 of The Education and Inspections Act (2006) requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.'

<https://www.legislation.gov.uk/ukpga/2006/40/section/89>

Skyswood Primary and Nursery School acknowledge the school's legal duties under the Equality Act (2010) in respect of safeguarding and in respect of pupils with Special Educational Needs.

Skyswood Primary and Nursery School promotes the equal value and respect of all members of its community. Adults provide excellent role models for children attending the school and are committed to the welfare and safety of all children. Skyswood Primary and Nursery School provides a happy, secure environment that celebrates individual strengths and differences.

## **Aims**

Skyswood Primary and Nursery School maintains high expectations of pupil behaviour at all times. The school Code of Conduct supports children with their understanding of what defines appropriate and inappropriate behaviour whether there is an adult present or not.

Through our Positive Behaviour Policy we aim to:

- Promote good behaviour, self discipline and respect.
- Prevent bullying.
- Ensure that pupils complete assigned learning activities.
- Regulate the conduct of all pupils.

It is very important that the positive aspects of praise and reward are given appropriate emphasis. Good behaviour is based on mutual knowledge and respect of known standards.

The school recognises children's differences and strengths and responds accordingly. Our Code of Conduct for pupils is included within our Positive Behaviour Policy.

We encourage children to reflect upon their own actions, and the consequences of their actions in all that they do. We all make mistakes, and by encouraging an open, honest environment where all members of the school community are treated with equal respect, we consistently model appropriate behaviour to our children. Assemblies and circle times are used to consolidate our principles and define good behaviour. Skyswood staff are committed to the development of a safe, secure and trusting environment, where all children feel comfortable to turn to an appropriate adult for support and are encouraged to speak to an adult if ever they have any concerns or worries. Staff are aware that the legal power to discipline children applies to all paid staff. All staff should expect polite and courteous behaviour from all children. Support staff, MSA staff and administrative staff may address any lower level incidents themselves but will report any incidents of a more serious nature to the Headteacher or a member of the Senior Leadership Team in line with the school's Positive Behaviour Policy.

### **Home School Agreement**

The standard of behaviour expected of all pupils is laid out in the Home School Agreement, which parents are asked to sign following their child's admission into school. Expected standards of behaviour are also clearly set out during preliminary visits from prospective parents, and reminders are given during the induction process.

### **General Classroom Management**

Teachers are responsible for the day to day management of their classes. If there are any issues regarding a teacher's inability to effectively manage the behaviour of a class then this will be identified within their student / NQT targets or through staff appraisal. A support plan will be put into action to positively address any issues and improve behaviour management within the class.

If the member of staff fails to address the issues following a sustained programme of support, and the education of the children is compromised as a result of poor behaviour management, then ultimately this would lead to capability procedures.

Behaviour strategies and the teaching of good behaviour is an integral part of the staff professional development programme. Teachers, where appropriate, attend relevant courses for behaviour management and will be expected to attend specific courses to support the education of children with Special Educational Needs within their class. Whole school training may also be identified in order to develop a fuller understanding and embed positive strategies to support any children with specific behavioural needs.

## **Handling Incidents**

We have defined behavioural incidents in five levels. Level 1 involves low level incidents that can be easily resolved. Level 2 involves low level incidents where a judgement is made to have a 'quiet word', either with the class teacher (for an MSA) or with parents (for class teachers). These are incidents or repeated behaviours that don't quite meet the Level 3 threshold (referral to a member of the Senior Leadership Team or Headteacher) but are mild concerns that will benefit from a shared consultation in order to avoid further escalation. Level 3 involves higher level incidents where the Deputy or Headteacher should be informed. Level 4 reflects more serious incidents where parents/carers are informed and where incidents must be recorded electronically through CPOMS. Level 5 reflects behavioural concerns where outside agencies are involved and there is ultimately a risk of exclusion.

### **Level 1: Low Level Incidents**

Level one incidents should have simple resolutions, but these resolutions need to be immediate in order to prevent escalation. The following guidance has been added to support staff in making decisions as to whether an incident needs to be referred to a class teacher, the head or deputy, or recorded in the incident book and addressed in liaison with parents.

Low level 'incidents' are handled whenever possible by the class teacher, teaching assistant, or MSA staff should a minor incident occur during playtime. Low level incidents are dealt with at source. Examples of 'low level' incidents might be:

- A one-off 'name calling' or teasing (e.g. poking a tongue out) in the playground.
- Talking or distracting others during an assembly.
- A negative personal comment to another child. (e.g. "I don't like your picture" or "you're not coming to my party.")
- Reluctance to allow another child to join in with a game (one-off rather than repeated behaviour).
- Deliberately kicking a ball away.
- A one-off incident where a child turns up with inappropriate school uniform (e.g. non-studded ear-rings, inappropriate shoes.)
- Overly boisterous play.
- Reluctance to follow a simple instruction.
- Where a child has bumped into another child, knocked a child over through careless rather than deliberate actions. (And the child has not been badly hurt.)

## **Level 2: An 'informal Word'**

Level 2 incidents should also have straightforward resolutions, and only when resolutions are not instantly reached should these concerns be escalated to Level 3. A Level 2 incident would be where an MSA feels the need to just have a 'quiet word with the class teacher', or a teacher might feel the need to have 'a quiet word with a parent.'

Examples might be:

- Where a child demonstrates a low level of self-motivation in class or engages in minor disruption. An informal word with parents may establish an underlying reason and the matter can be dealt with positively through parent/teacher collaboration. Our aims would be to support the child moving forward, clarify expectations and provide the child with a clear opportunity to remedy any inappropriate behaviour and conform with appropriate expectations.
- A rude or defiant comment directed at another individual. This requires an informal follow up. The aim is always to handle the situation fairly, reduce the risk of repetition and prevent any negative impacts on pupil or pupil/adult relationships. For all incidents it is important to establish the facts before deciding upon appropriate actions.
- Repetition of any Level 1 incident (eg over-boisterous play) after a child has already received a gentle warning.

Minor incidents are defined as those which can be easily resolved without unnecessary upset or confrontation. Minor incidents are seen as 'one-offs' whereas repeated occurrences of any of the above are seen as more serious. MSA staff are required to make a judgement, depending upon the nature and severity of the incident, as to whether the class teacher needs to be informed. If any child has been hurt as a result of another child's actions, whether it be accidental or deliberate, then the class teacher must be informed. If the class teacher finds that the child has been rude to an MSA, or other member of staff, then appropriate measures may include missing a playtime (or part of a play time). The MSA or staff member should also be given either a verbal or written apology for any incidents of rudeness or disrespect that have a foundation of clear evidence. Our aim is always to be fair when handling any allegations of inappropriate behaviour. If there is any level of ambiguity when investigating a low level incident then the situation should be carefully monitored moving forward rather than the expectation of an apology in circumstances where there may be any element of misunderstanding or significant doubt. If there are ever any incidents (eg mistaken identity) where a child has been accused of inappropriate behaviour and then found to be

innocent on investigation, then the child should receive an appropriate apology.

### **Level 3: Involvement of Senior Leadership Team/Headteacher**

We endeavour to resolve all issues with positive outcomes. If a child has displayed inappropriate behaviour either within class or at play, the teacher will firstly establish the facts, and then discuss the situation with the appropriate child/children. If the incident is of a repeated nature or in any way compromises the safety or emotional well being of other children or staff, then the Headteacher or a member of the Senior Leadership Team will be informed.

A further investigation will take place to clarify events, ensuring that all involved have a fair opportunity to share their version of the incident/s. If the member of Senior Leadership Team or Headteacher decide that the situation can be easily resolved and is not of a serious nature, then appropriate 'low level' sanctions are put into place. This might involve missing five minutes from a play-time, making an appropriate apology etc... These internally handled incidents, where it is not necessary to inform parents, might include:

- Defiant behaviour (refusing to co-operate with a member of staff).
- Repeatedly disobeying a school rule. (eg running through the library.)
- Repeated inappropriate behaviour in a class assembly or during lessons.
- A pattern of failing to apply an appropriate effort to tasks having been encouraged and supported by the class teacher/TA. (extended patterns of under-performance or lack of motivation should be escalated to Level 4 and involve a positive liaison with parents.)

### **Level 4: Involvement of Parents / Carers** (Recorded through CPOMS.)

Where there is a repeated pattern of inappropriate behaviour or a more serious incident then this will be recorded as soon as possible through CPOMS. The member of staff recording the incident will identify any other members of staff who need to be informed. The appropriate members of staff will also be informed verbally as soon as possible. Members of staff receive an electronic 'alert' whenever they are informed of an incident that has been recorded through CPOMS. There are appropriate settings on CPOMS to ensure that only the members of staff who need to know about any particular incident are informed. Staff appreciate the importance of confidentiality when handling sensitive information, particularly with incidents linked to child protection.

A 'more serious' incident might be:

- Where a child has deliberately upset or physically hurt another child.
- Rude or defiant behaviour of a serious or repeated nature.

- Any behaviour that might compromise the safety of the child, or any other child or member of staff.
- Consistently failing to apply an appropriate effort to any aspect of learning.
- Consistently distracting or preventing others from completing their work.
- Any behaviour that might result in the damage of personal or school property.

When an incident has occurred of a more serious nature, or a repeat of lower level misbehaviours occur, then parents are informed as soon as possible and appropriate sanctions are put into place. Wherever possible, these will relate directly to the nature of the incident. (For example, if a child has repeatedly misbehaved during football club then the child might be excluded from the club for the following week, or for a greater period of time depending upon the circumstances.) Sanctions should always be carefully measured to reflect a fair and considered resolution based on personal circumstances and the severity of each individual incident. The school works closely with parents and our aim is always to ensure a fair and positive resolution. Parents will always be informed where incidents are recorded through CPOMS. Parents' responses to any incident may be added to the CPOMS record where appropriate, including any relevant correspondence through e-mail. The school always endeavour to address the root of the problem and fair consideration is given to personal circumstances and incidents that may be connected to Special Educational Needs (e.g. autism.) Our understanding of the child should inform the manner in which we deal with all incidents at any of the levels indicated.

### **Level 5: Outside Agencies/ Minimising Risk of Exclusion**

Exclusion is very much a last resort. Skyswood Primary and Nursery School acknowledges its duty of care to all. If a child within the school compromises the well-being and safety of other children, or staff, within the school then the ultimate sanction of an exclusion may need to be considered. The school work closely alongside parents and outside agencies. Individual support plans are drawn up with the involvement of parents and outside agencies (such as LINKS) should any child be at risk of exclusion.

In the event of an exclusion the Chair of Governors is consulted and Herts County are informed through the statutory formal procedures for reporting a school exclusion. The full governing body are also informed immediately of any decision to exclude a child.

The reasons for any exclusion are clarified to parents in writing on the day of the exclusion and a re-integration meeting is set up with the aim of providing an effective support plan for the child when returning to school.

Any unfounded malicious accusations against staff may clearly result in the exclusion of a child. Unfounded malicious accusations made by parents may be referred to the police.

The behaviour of a pupil outside of school can, in exceptional circumstances, be considered grounds for an exclusion. This could be the case if a child's behaviour or actions outside of school might result in significant emotional harm to any other pupil should the child be allowed to return to school.

## **Rewards**

1. The best form of reward is constructive praise which recognises children's efforts and achievements. This may be supported with a written comment, house points, a merit sticker/star or an extra treat, e.g. a longer go at something the pupil enjoys. Praise should be carefully considered and constructive. Excessive praise may be counter-productive and we recognise that some children may actually feel 'uncomfortable' with public praise. If house points or stickers are given out too freely then they will be devalued. Comments are made with sensitivity to each child as an individual. There should always be an emphasis on praise for 'effort' rather than simply focusing on the end product. Children should be encouraged to develop skills of self-evaluation in order to maximise the intrinsic rewards for their successes. It is important that children are set challenging but realistic targets and are encouraged to take risks. The most significant learning comes through addressing areas where children might not achieve instant success. Children can become 'fragile learners' if they are anxious about making mistakes. Making mistakes should be regarded as a natural process that can lead to deeper learning rather than something that is negative.
2. Whenever a child makes a significant effort / achievement the Head and / or Deputy are delighted to share the achievement with the pupil and staff will frequently ask children to share their efforts and successes with the Headteacher and Deputy Head.
3. Recognition is often given to success of differing kinds in assemblies (e.g. Star of the Week, sporting or musical achievements).
4. The school raises the profile of children's work through a range of high quality, inclusive displays throughout the school.
5. Teachers have high expectations of children. Classrooms should always provide a warm, positive environment, where children are challenged to fulfil their potential, encouraged to take risks, and reassured that some of the most powerful learning occurs when we reflect upon and address our mistakes.

6. The Headteacher holds a special 'tea-party' every Friday afternoon. A child from each class is invited to this each week. The children bring examples of their learning that they are particularly proud of and share this with the group. Over the course of the year every child will attend the tea party in the Head's Office on one occasion.

## **Sanctions**

Any sanction must be reasonable and proportionate and must not breach any other legislation (e.g. in respect of disability, Special Educational Needs, race and other equalities and human rights).

It must be emphasised that it is the primary responsibility of staff to collectively manage the behaviour of children within the school.

When poor behaviour is identified, sanctions are implemented consistently and in line with the Positive Behaviour Policy. These might include:

- A verbal reprimand.
- Repeating unsatisfactory work until it meets the required standard.
- Loss of special privileges.

Where other children have been unfairly treated they will receive an apology, either verbal or written depending on the severity of the situation. It is important that all children genuinely feel that any situation has been handled fairly and that a positive resolution has been agreed.

If children are angry or upset then they should be given a 'cooling off' opportunity before being spoken to. At the beginning of any interview the child must be reminded of the importance of honesty and that the purpose of the interview is to establish the full facts and arrive at a fair outcome. Children should not be put under un-necessary pressure. It is vital to establish the facts but if any child is clearly distressed then the interview should be carried out at a later stage unless under exceptional circumstances (e.g. where information is necessary to ensure the safety or welfare of other children).

Where damage to property occurs through a pupil's deliberate actions a request for payment to re-instate the damaged goods either by repair or replacement may be made. Teachers may impose 'low level' sanctions such as time outs, missing five minutes of playtime, requesting an apology. For any incident beyond a 'low level' incident, the appropriate resolutions / sanctions should be agreed in consultation with the Headteacher or a member of the Senior Leadership Team.

When resolving any incident of misconduct we strive to:

1. Establish the root of the problem ( e.g. there could be unsettled circumstances at home, difficulties with communication or social interaction amongst peers, low self-esteem, medical factors etc).
2. Employ and develop strategies that will support the child and any potential 'victim.'
3. Minimise the possibility of the behaviour being repeated.

### **Time-Out.**

If 'time-out' is employed as a strategy a pupil may be asked to sit quietly to cool off. The amount of time ideally would be a short period of a few minutes in order to prevent a situation from escalating where a child has become anxious or frustrated. Time out is not to be regarded as a 'general strategy' but is applied in accordance with individual behaviour plans for children where this is identified as an effective strategy to support their social and emotional development. 'Time out' strategies need to be carefully planned to ensure that a child has a safe and supervised environment to 'cool down' that minimises any threat of disruption or harm to other children- no pupil must ever be placed outside of the classroom as a punishment. Sanctions must be made with an understanding of the individual and the root causes. Time out is a strategy and NOT a punishment. Children should never be punished in a way that results in personal humiliation.

If the situation fails to improve following regular liaison with parents/carers then it may be necessary to involve external agencies such as LINKS. When considering any behavioural issues it is essential to fully consider the welfare and safety of all children and members of our school community. The LINKS outreach programme will involve an initial assessment of the child's behavioural difficulties and individual needs. It may involve a key worker supporting the child or simply advice to the school on appropriate strategies. This service should be considered at the earliest stage rather than delaying until a child has established a pattern of negative behaviour and, as a consequence, may be on the verge of exclusion.

### **Exclusions.**

The final sanction would be a permanent exclusion. Temporary exclusions or permanent exclusions will follow the correct County procedures and may occur if the Head Teacher and Governing Body feel that any child's behaviour in school might compromise the safety, welfare or education of any other members of our school community.

If the unacceptable behaviour occurs during playtimes rather than during class lessons then a lunchtime exclusion may be decided upon in the first instance.

## **School Visits**

Children are reminded of our high expectations, and that they represent our school within the community when out on visits. Visits are carefully organised and supervised at a minimum statutory ratio. Children are reminded of simple Health & Safety issues with regard to any off-site visit and a thorough risk assessment is carried out beforehand.

## **Power to use Reasonable Force**

'Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.'

*(DfE Behaviour and Discipline in Schools – Revised 2016).*

In extreme and exceptional circumstances, where physical intervention is required to prevent injury or damage to property, staff must immediately inform the Headteacher or a member of the Senior Leadership Team and record the exact details of the incident through CPOMS.

## **Confiscation of Inappropriate Items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power of discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided that they act lawfully. If items are confiscated from children then the parents must be informed and the items may be returned to the child or parent at the end of the day / week. Staff will consult the Headteacher or a member of the Senior Leadership Team to agree upon the appropriate course of action whenever personal items have been confiscated.
2. The power to **search without consent** can be used in extreme circumstances where a child is believed to possess prohibited items (e.g. stolen items, cigarettes, fireworks, alcohol, pornographic images, drugs, weapons or any item that has been banned by school rules. Any search should be carried out sensitively and with another member of staff present.

If weapons, knives or pornography are found then the school has a duty to record this through CPOMS and hand the items over to the police.

## **Mentors/Counsellors**

Where children experience behavioural difficulties of any nature the school will work closely with the parents, and outside agencies where appropriate. Parents will be invited into the school to agree a support plan. This may include the implementation of a mentor. For some of our younger children it has been helpful to pair them with a mentor from the upper juniors. This might involve support at play time or activities such as 'buddy reading' to develop self belief. Where there are more complex situations the school work in partnership with VISTA (Extended Schools Partnership) and may agree to provide professional mentoring or counselling for a child.

## **Play Leaders**

Several of our Year 6 children volunteer to take on Play Leader responsibilities. This involves ONE lunch session per week for each volunteer. The volunteers may be placed in the nursery, reception or infant playground. Where appropriate, Year 6 Play Leaders may also support lower junior children with activities such as lunch time sports, such as hockey.

Play Leaders are given clear guidance and sign a contract to show that they understand the nature of their role. Their parents also sign the contract to show that they are aware of their child's role as a Play Leader. All Play Leaders are given initial training. This is supported with specific training to teach younger children games, skipping etc...

The Play Leaders are role models for the younger children and operate under the supervision of our MSA team.

## **MSA Staff, Students, Parent Volunteers**

Our MSA staff are an excellent team. Senior Midday Supervisors lead the MSA staff, organise rotas and are responsible, alongside the Headteacher, for the well-being and safety of our children through lunch play periods.

MSA staff are trained in the safeguarding of children, including Child Protection. The Headteacher or Assistant Headteacher chairs half-termly meetings with MSA staff to discuss issues, inform staff of any medical or behavioural information that they need to know regarding our children, and support them with their duties. All MSA staff are familiar with the school's Child Protection Policy and Positive Behaviour Policy. A member of the school's Senior Leadership Team will always remain on the school site to support the MSA team as required. MSA staff report any minor incidents to the class teacher at the end of the lunch play. As with students and parent helpers, MSA staff have high expectations of children and model our Code of

Conduct. MSA staff will remind children of expected behaviours but avoid confrontation with children, referring the situation to the class teacher, a member of the Senior Leadership Team or Headteacher if a child becomes rude or defiant. Senior Midday Supervisors take responsibility for the induction of new MSA staff.

If a student or parent volunteer encounters any inappropriate behaviours then this must be **immediately referred to the class teacher**. The class teacher takes responsibility for all student placements or volunteers working within their class. Parent volunteers or students should obviously encourage children to play co-operatively, and promote and model the school Code of Conduct. They should, however, never allow themselves to be in a situation of dispute or confrontation with a pupil and always refer any inappropriate behaviour or safeguarding concerns to the class teacher. Parents or students should not take it upon themselves to reprimand children.

MSA staff, parent helpers and students will only intervene in situations where a child's behaviour compromises their own safety, the safety of others, or potentially damages personal or school property. In such situations a member of the teaching staff must be contacted immediately.

### **Managing Induction and Transition**

Clear structure to the school day is seen as an essential requirement when promoting the highest standards of behaviour throughout the school. Our full induction programme for children joining either the nursery or reception informs parents of our expectations. Home visits provide an opportunity to meet children and parents, and discuss any issues, before each child starts school. Opportunities for pre-visits are organised, along with special activities such as the invitation for all children starting in September to attend the school summer fair (June / July.) Early Years staff liaise closely with pre-school settings, arranging visits where appropriate. Nursery staff liaise closely with other local schools where children are transferring to schools other than Skyswood (our nursery serves a range of local schools who do not have nursery provision.) Children starting reception at Skyswood receive a rich programme of pre-visits, including the opportunity to stay for a school lunch with their parents. On starting school, children are quick to pick up the rules and expectations within a well managed environment.

Many children find 'change' particularly challenging. Care is taken to provide the very best transitions between each year group. Staff meet to discuss the needs of all children as part of the transition process. Transition between key stages is given a high profile. Skyswood staff liaise closely with secondary school staff during the summer term, organising visits and a special Induction Day. Secondary staff from all local schools also visit Skyswood and talk to the children within the comfort of their own, familiar environment.

## **Pupils' Conduct Outside of the School Gates**

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent that is reasonable."

Non criminal misbehaviour that is witnessed by a staff member or reported to the school will be followed up by a measured investigation into the alleged behaviour. If misbehaviour is confirmed then the child's parents / carers will be informed and proportionate sanctions may be applied. If criminal misbehaviour is confirmed then the police will be informed.

## **Social Media**

Children are taught about principles of e-safety as an integral part of the curriculum and are clear about expectations regarding the safe use of the Internet and social media. Any inappropriate comments through social media that occur outside of school will be investigated if they involve any members of our school community, and appropriate action will be taken depending upon the nature of the incident. Offensive remarks or cyber-bullying will not be tolerated and could ultimately result in the exclusion of a child. Through carefully planned opportunities to teach internet safety within the PSHE and Computing curriculum, the school make every effort to minimise the risk of having to impose any sanctions due to the inappropriate use of social media. In cases where children, parents or other adults use the Internet inappropriately to post unfounded malicious comments regarding any member of our school community then the school will take appropriate action. The Governing Body will be informed and, if comments are malicious and unfounded, the police would also be informed.

## **Code of Conduct**

We treat other people as we would like to be treated.

We use kind words rather than words which might hurt or offend other people.

We respect and celebrate our differences, whether different in race, gender, ability or appearance.

Everyone should have a chance to join in the things that we do.

We show consideration for others and try not to upset or frighten people by our actions.

We respect each others' feelings and don't draw or write anything which would upset other people.

We always take care of our school, our own and other people's belongings, and all living things.

## **Appendix 1- COVID-19**

During the period from 1<sup>st</sup> June 2020 when identified year groups (nursery, reception, Year 1 and Year 6) returned to full time education in bubbles of fifteen, these rules applied to their specific bubbles. As from September 2020, all classes returned to full time education in class bubbles. Our rules aim to ensure the safety of all children and staff during this Covid-affected period.

The following expectations are in place for this period;

- Children will arrive at school, and be collected by their parents, within the allocated time slots for each particular class. Children will not be allowed to play on the school premises before or after school. They must leave the premises immediately via the agreed one-way system on collection.
- All children must wash their hands at the start of each session and the end of the school day.
- Children must observe the wipe it/bin it advice for any coughs or sneezes, and immediately wash hands following any wipe it/bin it situations.
- During lessons, children must remain in their forward facing places and not wander around the classroom (although we recognise that children will not be able to maintain full social distancing when in their bubbles, they will be required in Key Stages 1 and 2 to spend much of the day in set learning spaces.
- Children must always remain in their class bubbles for play and lunchtime periods.
- Children will observe sensible social distancing when out at play. Children should be allowed to socialise and integrate within their own class bubble but must not engage in tactile play, hugging etc...
- Children are not allowed in any 'communal' areas unless under the direct supervision of staff.
- Children must only use the allocated toilet facilities for their class.
- Reading books must be returned on each Friday and put into the allocated Covid box for the period of the weekend.
- Children must bring in their own, clearly labelled, water bottles and pencil cases, and not share personal resources.

- If representing a sports team, children must adhere to the guidance that they are given by their teacher (eg socially distanced warm ups, avoid handling of balls wherever possible, washing hands at beginning and end of session).