

Behaviour Policy and Covid-19 Addendum

Wooden Hill Primary and Nursery School



Approved by: Governing Board

Date: September 2020

Next review due by: September 2021

**Signed
Headteacher:**

A handwritten signature in black ink, appearing to be "K. Jones", written over a light grey rectangular background.

**Signed Chair of
Governors:**

A handwritten signature in black ink, appearing to be "M. Clark", written over a light grey rectangular background.

Introduction

Our policy reflects the philosophy and ethos of Wooden Hill Primary School and is a statement on how we believe children and adults should behave towards each other in school. At Wooden Hill we believe the behaviour of our children to be of a high standard and expect it to be so. There will be occasions when children push the boundaries of acceptable behaviour within our school, and our success will be tested, not by the absence of problems, but by the way we deal with them. The majority of children at this school conform and behave with consideration for others, but it is important to deal immediately with the few who present problems.

This policy should be read in conjunction with our SEND policy and all equality policies.

Purpose of the Policy

This policy provides a framework to ensure the safety and well-being of the children and to allow each child to mature into a caring, confident and responsible person. It is written for the benefit of all members of the school community enabling it to be applied consistently and fairly.

Aims

Our aims for behaviour are that all children:

- Develop a respect for themselves and others, and uphold the values promoted by the school.
- Behave in a way that supports their own learning and that of others.
- Are tolerant and understanding of the rights, views and property of others.
- Develop a responsible and cooperative attitude towards all aspects of school life.
- Take a pride and interest in caring for their environment.

Principles

- Every child has the right to learn and no child has the right to disrupt the learning of others.
- The school takes swift action to prevent bullying and to support children who are bullied. (See school policy on Anti Bullying.)
- School staff have high expectations and a consistent approach to standards of behaviour.
- All staff in school, by their behaviour and appearance, set models for the children to follow in terms of developing respect and consideration for people and property.
- The school works in partnership with parents to ensure good standards of behaviour at Wooden Hill.
- The staff at Wooden Hill are aware of the effects of early childhood trauma and attachment difficulties on the behaviour of individuals and work hard to develop positive relationships with all concerned.

Responsibilities

All members of the school community (school staff, parents, pupils and governors) work towards the school's aims by:

- Accepting children and adults as individuals, respecting their rights, values, beliefs and race.
- Positively reinforcing good relationships at all levels, and promoting a sense of belonging to the school community.
- Providing a well-ordered environment in which all are fully aware of expected behaviour and of their responsibility in meeting that expectation.
- Offering equal opportunities in all aspects of school life and recognising the importance of different races, religions and cultures.
- The non-acceptance of all conduct involving bullying and harassment.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for and taking pride in, the physical environment of Wooden Hill School.
- Working as a team, supporting and encouraging each other.

School Rules

The following rules have been established collaboratively with all members of our school community. These rules are the core of our behaviour policy and these explain what we expect of every member of our school community.

At Wooden Hill we always:

- ✓ Make sure we are kind, gentle and polite
- ✓ Tell the truth and are honest
- ✓ Respect other children, staff and visitors
- ✓ Look after the school and property
- ✓ Listen to and follow instructions
- ✓ Have a good attitude to learning and always try our best
- ✓ Tell an adult if we have a problem
- ✓ Follow the codes of conduct

The school rules are displayed in every classroom and teaching area.

Teachers will also draw up class rules annually with their class which may be more specific but follow the principles of the school rules.

An attachment and early childhood trauma informed school

At Wooden Hill we are very aware of the needs of children who have experienced early childhood trauma or are effected by attachment issues in any way. We have developed, and are continuing to develop, our approach to children impacted by this.

Our Headteacher and Deputy Headteacher are qualified attachment leads and we employ a Learning Mentor whose primary role is to support children with attachment needs.

We do this through:

- An understanding that 'fair' is not about everyone getting the same but everyone getting what they need. We adapt our behaviour procedures as required to deal with individual need.

- Knowing that behaviour is a form of communication. We try to understand what our children are telling us and respond accordingly.
- Thinking that our children are vulnerable rather than troublesome and try to work on understanding the feelings and emotions that might drive a certain behaviour.
- Having a positive school culture that puts relationships first. We spend a lot of time developing relationships with our more vulnerable children. We set up a 'team' for each of our more vulnerable children which meets each half term to discuss progress and emerging needs.
- Maintaining clear boundaries and expectations around behaviour. We acknowledge the importance of consistency and routines for these children and do our very best to support them when there are sudden changes in the home or school environment.
- Understanding that not all behaviour is a matter of choice so restrict the use of language around 'good' and 'bad' choices. Instead we use 'I wonder...' to discuss feelings around choices made.
- Encouraging parent/carer communication especially around contact with birth parents and other potentially difficult times of year.

British Values

At Wooden Hill Primary and Nursery School we uphold and teach pupils about the British Values as part of our broad curriculum.

- The British values are:
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

At Wooden Hill School, we achieve this with:

- A PSHE curriculum which covers 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'.
- An active school council whose members are elected through a voting system
- A geography curriculum that covers global citizenship
- A religious education (RE) curriculum that teaches about the beliefs and practices of all major religious groups

Procedures for promoting good behaviour

Good behaviour is encouraged and supported by the school's PSHE scheme of work where responsibility for actions and consideration for others is developed progressively. Responsibility to the community is also encouraged through the workings of the School Council.

It is important that each child has a curriculum appropriate to his/her needs with realistic levels of challenge.

Children at Wooden Hill are expected to behave appropriately at all times.

Therefore, we do not reward good behaviour, instead, good attitudes to learning are rewarded. These good attitudes include:

- Demonstrating a growth mindset by persevering at a task and not giving up.
- Helping others.

- Working well as part of a team.
- Working hard to produce your best work.

Children are not rewarded for carrying out tasks or behaving in a way that is expected. For example, a child will not be rewarded for sitting quietly or putting their hand up. They will also not be rewarded for simply completing a given task.

These good attitudes to learning are rewarded by methods appropriate to the age and maturity of the child. These could be stickers, stamps, postcards home, Class Dojo, table points or certificates but, above all, by praise and encouragement. It is very important that the positive aspects of praise and rewards should have a great emphasis within our school.

We believe that our teachers know their children extremely well and are best placed to know the most appropriate way of praising and rewarding these attitudes to learning.

Class Dojo is an online system for rewarding positive attitudes to learning. The attitudes are:

- Helping others.
- On task.
- Participating.
- Persistence.
- Team work.
- Working hard.

Class Dojo must not be used for negative behaviours (it has a function which allows for this).

Achievements are recognised in assemblies, displays around the school or by informing the parents or the wider community. Staff may also send children to their colleagues or to the Headteacher for additional praise.

Procedures for responding to poor behaviour

Our aim is to build on the positive and recognise the good there is in every child. Misdemeanours are dealt with fairly and promptly. In many cases a reminder may be all that is required and any punishment is in proportion to the misdemeanour and is fair.

To promote good behaviour all Lunchtime Controllers are able to award to give out stickers depending on the age of the child.

Adults are sensitive when dealing with a behavioural incident. It is important to listen to children and to give them time to talk. Children are questioned carefully and not coerced in any way; staff are wary of stereotyping children. It is essential to deal calmly and rationally with the children in our care, and to avoid a confrontational approach. It is also important to follow through incidents, to listen to a child's explanation of his/her involvement, and to resolve the matter fairly. Adults dealing with incidents make it clear that they are disapproving of a child's behaviour, not of the child him/herself. The Deputy Headteacher makes sure that staff new to the

school, or supply teachers, are aware of the expectations of behaviour at Wooden Hill, and what sanctions are available to them.

A number of strategies can be used by staff in response to poor behaviour:

- the use of rewards and incentives to promote good attitudes to learning
- circle time which gives opportunities for children to discuss their feelings and thoughts about behaviour – general and specific
- a review of the curriculum offered to the child, i.e. is there appropriate challenge, balance and variety?
- supporting colleagues within the school. A child may be sent to another member of staff for a discussion about his/her behaviour, or staff may be given training where relevant
- peer group involvement or use of a buddy system
- revisiting school/class rules
- involving parents at an early stage
- monitoring behaviour and setting behaviour targets or a behaviour chart

There is a clear 'Code of Conduct' which all members of staff follow. See Appendix 1. This outlines the behaviours and the appropriate sanctions. Teachers begin with their own behaviour management strategies in the classroom and then the Code of Conduct is followed. Each classroom (Years 1-6) have a clearly identified time out table and in Foundation Stage, a time out space is used.

Sanctions

It is the role of all staff to ensure that the standards of behaviour expected at Wooden Hill School are applied consistently throughout the day, including lunchtimes. The children should show equal respect to all adults, both teaching and non-teaching and act courteously.

There are separate Code of Conducts for the playground and for the lunch hall which all staff members on duty follow should any minor incidences occur. At lunch and break times minor misdemeanours are dealt with by the members of staff on duty. More serious or consistent poor behaviour results in children being sent to the Deputy Headteacher or to the Headteacher.

No whole class consequences or sanctions will be imposed for generally unacceptable behaviour in a class.

In the playground

Our 'Rules for Lunchtimes', 'Playground Code of Conduct' and 'Lunch Hall Code of Conduct' are displayed on the external doors that lead to the playground and in the hall. See Appendix 2. These are in addition to the general code of behaviour we expect from children in school.

In the lunch hall

The rules for the lunch hall are:

- You must do what the adult on duty tells you.
- Don't touch someone else's food.
- Only take what you know you can eat.
- Clear away your own rubbish and pick up anything you drop.

- You may only leave the hall when you've been given permission to do so by an adult.
- Food must not be thrown.
- When finding a seat; fill up the empty spaces first.
- Be kind and sensible in the line.
- Remember to say please and thank you.
- Be mindful of the displays in the hall and try not to touch or lean on them.
- Do not remove food from the hall.
- Put your hand up if you need help.

If children do not follow the rules for the lunch hall, the sanctions on the code of conduct will be followed. See appendix 3.

In the classroom

In class, staff are proactive by ensuring that each child is on task, with work suited to his/her ability, and ensuring that there is a framework for good behaviour.

In the event of misbehaviour, our response depends, to an extent, on the teacher's knowledge of the child and the behaviour exhibited.

Children are warned of the consequences of continuing their bad behaviour.

The usual procedure* is:

1. The child will have a verbal warning and any consequence of further poor behaviour is explained. (This warning may 'look different' in each class and gives pupils the chance to redeem their behaviour.)
2. A second warning results in the child being sent to the 'Time Out' table and asked to fill in a 'Thinking About my Behaviour' (TAMB) sheet. These sheets are recorded in the child's individual behaviour log. There may also be some sanction attached depending on the age of the child and the misdemeanour.
3. A third warning results in the child being sent to time out in a parallel class for ten minutes with a yellow slip and asked to fill in another 'Thinking About my Behaviour' sheet and may be asked to finish work.
4. The child is sent to the person responsible for the Key Stage with an orange slip.
5. The child is sent to the Deputy Headteacher or Headteacher with a red slip and parents will be informed.

We recognise the importance of parental support when dealing with behavioural issues and parents are informed when there is evidence of successive incidents. All behaviour sheets are collected each half term and monitored for any patterns and strategies introduced to reduce the number of incidences.

*During the academic year 2020-2021 this procedure has been modified due to Covid restrictions (see appendix 4).

Early Years Foundation Stage

High expectations of behaviour are expected as soon as children join Wooden Hill Primary School. Children are taught how to be polite and kind and each Foundation Stage class has clear boundaries and expectations for behaviour. These are taught as an integral part of the Foundation Stage curriculum and additionally, should the need arise.

Where there are incidences of children not following the class rules or exhibiting low level disruptive behaviours such as not following instructions, not tidying up etc, staff will apply the following procedure:

Verbal warning and a reminder of the correct behaviour.

If the unwanted behaviour is repeated or they make another bad choice, the child will have their name moved to the thinking face/yellow traffic light and asked to “think” about their choice. This will be recorded in the timeout book.

If unwanted behaviour persists, the child will be placed in timeout for an age-appropriate length of time. (3/5 minutes according to age). Their name is moved onto the red traffic light. This will be recorded in the timeout book. Parents will be notified at the end of the day.

A child who deliberately hurts another child, behaves in a way that is dangerous to themselves or their peers or other deliberate, serious misbehaviour may be placed straight on timeout in another classroom.

In Nursery, due to the age of the children, the traffic lights will reset at lunchtime to enable a positive start to the afternoon.

In Reception, a child who moves to red will subsequently be given a warning and then a timeout for low-level disruptive behaviours and will remain on red all day. A second red incident in the day will result in the child being removed and placed in timeout in another classroom.

If a child has been in on yellow or red 5 times in a half term, a behaviour log will be started for them. This will collect all the timeouts for that child in the same place, in order to help staff to identify any patterns or triggers and thereby take effective action to manage that behaviour.

Systems for children with significantly challenging behaviours

Children who continually exhibit challenging behaviour and do not respond to the Code of Conduct are subject to an Individual Behaviour Plan. This is agreed by the school staff involved with the child, the FSA, the parents and the child. The Behaviour Plan must be shared with all adults who come into contact with the child to ensure consistency of approach. The plan must be reviewed at least termly as, if it is not working, it is important that changes are made.

Strategies to encourage good behaviour may include the use of sanctions such as removal from playground, additional work, etc. as well as structured reward systems.

External advice may be sought from the Behaviour Support Team (BST).

Working Away from Peers

Repeated inappropriate behaviour that does not improve following support programmes implemented by the class teacher following advice from the Senior Leadership Team may result in the child working away from their peers. A significant one off incident may result in this occurring.

This will mean that the child will attend school as usual, however their learning will take place away from their peer group and in isolation from other children. Working away from peers will only be implemented for a short timescale up to 5 days (depending upon the severity of the behaviours, the age and development stage of the child). There is always appropriate supervision and relevant learning tasks for the child during this time.

Parents will be told if their child is working away from their peers following discussions held in person or on the telephone informing them of the reasons for this.

Exclusion

There may be occasions where a child's behaviour may be so unacceptable that it becomes necessary for the Headteacher to consider excluding the child. There are two types of formal exclusion; fixed period and permanent exclusion. Only in exceptional circumstances should a pupil's exclusion be an unexpected event to parents. Where the behaviour of a child is becoming increasingly challenging there should be early home-school contact and a Pastoral Support Programme (PSP) in place in order to minimise the risk of potential exclusion situations for children already demonstrating significantly challenging behaviour. Fixed Period or Permanent exclusion from school should never be the first resort except in clearly defined circumstances.

Fixed Period & Permanent Exclusions

Repeated inappropriate behaviour, which includes bullying and racist incidents, that does not improve following support programmes, parental involvement or sanctions may result in a fixed term or permanent exclusion of the child.

A significant single incident of a more serious nature may result in a fixed term or permanent exclusion. These may include:

- Verbal and physical assaults on a pupil or adult
- Significant deliberate damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

The child's age, stage of development and any SEN or disability factors will be taken into account when decisions regarding exclusions are made.

The decision to exclude can only be made by the Headteacher, or by the Deputy Headteacher in the absence of the Headteacher. The guidance in the BFBC document 'Exclusion from Schools and Pupil Referral Units – Guidance' should always be carefully followed when considering excluding a child.

In all cases of fixed period or permanent exclusions a letter is sent to parents detailing the reasons for the exclusion and the length of the exclusion period. The school will always ensure that appropriate learning tasks are prepared for the child to complete during this exclusion period. The parent/carer must make arrangements to collect these from the school.

Parents/carers can appeal against the Headteacher's decision by contacting the Governing Body who will follow the Bracknell Forest exclusion procedures.

At the end of the exclusion period an appointment will be made for the parents/carers and pupil to meet with the Headteacher for a re-integration meeting. The purpose of this meeting is to resolve any problems and to impress upon the child and the parents/carers the seriousness of the behaviours. Where a PSP is not already established, due consideration will be made to immediately implement a PSP to secure rapid improvement to the concerning behaviours.

The Headteacher has a responsibility to report all exclusions to the Governing Body on a termly basis.

Behaviour on residential or school educational visits

We have the same high expectations of children's behaviour off the school premises. Children and adult helpers are given clear guidelines of expected behaviour, prior to the trip. If any child misbehaves, sanctions are taken that are appropriate to the child and the misdemeanour. As well as the sanctions, non-inclusion on the next school outing may be considered, particularly where a child's behaviour compromises his/her own safety or the safety of others.

Dealing with bullying, harassment or violence

Bullying is recognised as being a repeated pattern of physical or verbal abuse. It is something that we take seriously and intend to be proactive in preventing its occurrence. (See our School Policy on Anti Bullying.)

Occasions of violence, harassment, or bullying behaviour are considered extremely serious and are always recorded using the appropriate form. Parents of children involved, as either the perpetrator or the victim, will always be notified of the incident as soon as possible by the child's class teacher. It is usual in these circumstances that a senior member of staff (Team Leader, Deputy Headteacher or Headteacher) will be involved with the class teacher to make decisions about appropriate and relevant consequences for the child as a result of this unacceptable behaviour. These decisions will always be clearly explained to the parents of the child who was responsible for this behaviour.

Behaviour beyond the school gate

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

The school cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the police in any investigation of incidents which are thought to involve Wooden Hill Primary and Nursery children.

The school will work with parents where unkind or inappropriate behaviour occurs outside school via social media.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Local Authority and dealt with using Bracknell Forest's procedure.

Pastoral support will be offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governor's Discipline Committee for action.

Screening and searching

It may occasional be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items. The school will follow the guidance laid out in the 'DfE Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies' document.

Positive intervention

It may on occasions be necessary to use Positive Intervention strategies on a child who is posing a significant harm to themselves or others. This can be either physical aggression towards pupils or staff or actions which will significantly hurt themselves or others. The emphasis in school is on the avoidance of physical intervention, with displays of aggression being dealt with through the effective use of de-escalation strategies such as persuasion, diversion, or instruction, if at all possible.

Children who regularly engage in aggressive or destructive behaviour and who may require Positive Intervention will have an Individual Handling Plan written for them. This plan outlines what are the main triggers for that child and the ways in which situations can be de-escalated. If this is not possible it will also outline how positive handling will be employed and the members of staff who will be involved. Every positive handling plan has a number of steps which gives the child opportunities to disengage from the behaviour and positive handling will only be used as the last resort. The positive handling plan is shared with the parents and there is a requirement for all parties involved to sign it. The plan is regularly reviewed and changed where necessary.

There are designated members of staff who are trained to use Positive Intervention through the Team Teach approach.
(See Positive Intervention Policy)

Monitoring

The school will monitor the rewards and sanctions given each half term and will present this information to Governors annually.

Wooden Hill Primary & Nursery School



School Rules

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- ✓ Make sure we are kind, gentle and polite
- ✓ Tell the truth and are honest
- ✓ Respect other children, staff and visitors
- ✓ Look after the school and property
- ✓ Listen to and follow instructions
- ✓ Have a good attitude to learning and always try our best
- ✓ Tell an adult if we have a problem
- ✓ Follow the code of conduct

Code of Conduct



If I am...	I will...
<ul style="list-style-type: none"> • fiddling with things • distracting people • talking when I shouldn't be • not following instructions • calling out • swinging on my chair 	be reminded what I should be doing.
If I continue or I am... <ul style="list-style-type: none"> • refusing to work • not respecting property • answering back to a member of staff • out of my seat • being unkind 	I will ... go to time out for ten minutes in my classroom and fill in a 'Thinking About my Behaviour' sheet.
If I continue or I am ... <ul style="list-style-type: none"> • being rude 	I will ... take a yellow time out slip to my parallel class for ten minutes with work to do and fill in a 'Thinking About my Behaviour' sheet. I may miss my playtime.
If I continue or... <ul style="list-style-type: none"> • my behaviour gets worse • I am ignoring a member of staff • I am swearing 	I will ... take an orange time out slip to the teacher responsible for my Key Stage. I will complete a 'Thinking About my Behaviour' sheet and complete my work. My parents may be informed and I might miss playtime.
If I continue or... <ul style="list-style-type: none"> • my behaviour puts myself or someone else in danger • I am involved in fighting • I am verbally abusing or threatening another person 	I will ... take a red time out slip to the Deputy Headteacher or Headteacher. My parents will be informed and I may be sent home.

Lunchtime Playground Rules



You must do what the adult on duty tells you.

Zone A (small playground) is a supervised area for all children, the equipment must stay in that area only.

All large balls can only be used in Zone B (left hand side of the Astroturf). There is a daily rota for different year groups.

Zone C (right hand side of the Astroturf) is a supervised area, the equipment must stay in that area only.

When chalk is available draw pictures only, no words. Draw only on the playground not the walls.

All equipment must be put away by 1:00pm when the bell is rung to bring in Willow Team and Reception.

Make sure that all balls and equipment are put away carefully and not kicked.

Once outside you must not re-enter the building without adult permission.

The only toilets to be used are by the back double doors.

The sheds and areas behind and between them are out of bounds.

When the whistle first blows you must stand still. On the second whistle you WALK back into school.

You must not bring your own balls to school or take the school's balls home.

Playground Code of Conduct



If I ...	I will...
<ul style="list-style-type: none"> • am not respecting property • answer back to a member of staff • am being unkind 	<p>be reminded what I should be doing.</p>
<p>If I continue or I...</p>	<p>I will ...</p>
<ul style="list-style-type: none"> • am being rude, swearing or ignoring a member of staff • hurt someone through rough play 	<p>go to time out at the bench for five minutes while I think about my behaviour.</p>
<p>If I continue or...</p>	<p>I will ...</p>
<ul style="list-style-type: none"> • I am fighting • my behaviour puts myself or someone else in danger • my behaviour gets worse • I am verbally abusing or threatening another person 	<p>be taken to the Deputy Headteacher or Headteacher with a red time out slip. I will miss my playtime and my parents may be called.</p>

Lunch Hall Rules



You must do what the adult on duty tells you.

Don't touch someone else's food.

Only take what you know you can eat.

Clear away your own rubbish and pick up anything you drop.

You may only leave the hall when you've been given permission to do so by an adult.

Food must not be thrown.

When finding a seat; fill up the empty spaces first.

Be kind and sensible in the line.

Remember to say please and thank you.

Be mindful of the displays in the hall and try not to touch or lean on them.

Do not remove food from the hall.

Put your hand up if you need help.

Lunch Hall Code of Conduct



If I ...	I will...
<ul style="list-style-type: none"> ● am being silly ● am not respecting property ● answer back to a member of staff or disrespectful to the kitchen staff ● am being unkind ● leave my rubbish 	<p>be reminded what I should be doing.</p>
If I continue or I...	I will ...
<ul style="list-style-type: none"> ● am being rude, swearing or ignoring a member of staff ● my silliness gets worse 	<p>go to time out at the side for five minutes while I think about my behaviour.</p>
If I continue or...	I will ...
<ul style="list-style-type: none"> ● my behaviour puts myself or someone else in danger ● my behaviour gets worse ● I am verbally abusing or threatening another person. 	<p>be taken to the Deputy Headteacher or Headteacher with a red time out slip. I will miss my playtime and my parents may be called.</p>

Code of Conduct-Covid-19



If I am...	I will...
<ul style="list-style-type: none"> • fiddling with things • distracting people • talking when I shouldn't be • not following instructions • calling out • swinging on my chair • not following the class coronavirus charter or school coronavirus rules 	be reminded what I should be doing.
<p>If I continue or I am...</p> <ul style="list-style-type: none"> • refusing to work • not respecting property • answering back to a member of staff • out of my seat • being unkind 	I will ... go to time out for five minutes in my bubble and fill in a 'Thinking About my Behaviour' sheet.
<p>If I continue or I am ...</p> <ul style="list-style-type: none"> • being rude 	I will ... go to time out for ten minutes in my bubble and fill in a 'Thinking About my Behaviour' sheet (yellow slip).
<p>If I continue or...</p> <ul style="list-style-type: none"> • my behaviour gets worse • I am ignoring a member of staff • I am swearing 	I will ... go to time out for fifteen minutes in my bubble and fill in a 'Thinking About my Behaviour' sheet. Any work I miss in this time will be sent home (orange slip).
<p>If I continue or...</p> <ul style="list-style-type: none"> • my behaviour puts myself or someone else in danger • I am involved in fighting • I am verbally abusing or threatening another person • If I cough or spit on or towards someone on purpose 	I will ... The Deputy Headteacher or Headteacher will be asked to remove me from my bubble. My parents will be informed and I may be sent home (red slip).



To keep ourselves and others safe, we will...

- Follow the altered routines for arrival or departure making sure that we wait 1m+ apart on the playground and follow the one-way system.
- Follow our adults' instructions on hygiene, such as handwashing and sanitising.
- Follow instructions about only socialising with other children in our class bubble when inside school
- Follow instructions on only socialising with other children in our year group in the playground.
- Move around the school following the instructions given by our adults (for example, one-way systems, out-of-bounds areas, queuing).
- If we sneeze or cough we will use a tissue and dispose of this in the bin ("catch it, bin it, kill it"). we will avoid touching our mouth, nose and eyes. We will wash our hands after throwing the tissue in the bin.
- Tell an adult if we are experiencing symptoms of coronavirus.
- Not share our packs of equipment or other items including drinking bottles.
- Only go outside with our class bubble or year group bubble in our allotted time. We will use the part of the astro that we have been allocated and will not go anywhere else. We will only use the equipment that our adults give us.
- Follow the rules for the use of the toilets that are allocated to our class bubble.
- Eat our snacks and packed lunches sensibly in our seats in our class bubbles or hot dinners in the hall. We will not share food.
- Not cough or spit at or towards any other person. This will result in a red slip.

Appendix 5-Covid-19 Addendum

1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Mrs Critchlow if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

- Children will arrive at school between 8.30 and 8.55 accompanied by a maximum of one parent. They will walk on site following the one-way system and will keep socially distant from other families. Children will enter the school through a dedicated door.
- On entry to school, children will wash their hands. They will wash or sanitise their hands before and after playtime and before and after eating lunch as well as on their return from the playground after lunch. Children will always sanitise on re-entry to the classroom.
- Children will only socialise inside with the children in their class. Outside they will be able to socialise with the children in their year group. They will not play contact games. Movement of children around the school will be limited to going to the toilet and going to and from the lunch hall. Children will not leave the class at any other time unless accompanied by an adult. Children will not queue in the dining hall but will be called up a table at a time to get their lunch. They will not mix with any other classes at tables in the hall.
- Children will be taught to observe 'catch it, bin it, kill it' and avoiding touching their mouth, nose and eyes with hands if they sneeze or cough, tissues. Tissues will be disposed of in dedicated bins in each classroom.
- Children must tell an adult if they are experiencing symptoms of coronavirus.
- Children will have their own packs of stationery equipment. They must not share this with others. Breaks or play times, including where children may or may not play.
- Children will go to the toilet one at a time. They will hang a plastic flag on the door of the toilet to indicate that it is in use.
- Children must not to cough or spit at or towards any other person.

2.2 Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will:

- Have a class charter to help explain the new rules (alongside normal classroom rules)
- Use praise
- Class discussions to explain the importance of following the rules.

However, if pupils fail to follow these rules, we will:

Use a modified Code of Conduct (see appendix 4). This Code of Conduct is a series of steps that will be taken **inside** the classroom bubble. Only when a child reaches 'red' will they leave the bubble accompanied by the DHT or HT.

2.3 Changed rules

Until further notice, we will alter the following school rules:

The latest government guidance says that attendance will be mandatory in September 2020. We will follow our attendance policy at this point.

From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform .

3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them

- Be contactable during any time pre-arranged by the teacher (where a device is available).
- Complete work to the deadline set by teachers and upload where possible to Google Classroom.
- Seek help if they need it, from teachers.
- Alert teachers if they're not able to complete work.
- Use proper online conduct, such as using appropriate language in messages.

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will contact parents to establish the problem and propose solutions.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum each half term by Jane Critchlow. At every review, it will be approved by the full governing board.

5. Links with other policies

This policy links to the following policies and procedures:

Child protection policy

Behaviour policy

Health and safety policy