

# St Mark's C of E Junior School

## Behaviour Policy

### **Overview**

We believe that the key to developing effective learning and behaviour in children is to establish a system and environment within which children are secure, motivated and happy and have the appropriate opportunities to develop their skills, talents and abilities. It is within such an environment that effective behaviour management, which has an emphasis on praise, rewards and responsibilities, through a clear system of conduct with high-level expectations will support the learning and development of our children. Good behaviour in this school is seen as conduct, which assists the school to fulfill its function and develop the capacity of all pupils, whereas inappropriate behaviour is conduct, which prevents this from happening for the individual or for other members of the school. The school believes that a positive culture of high expectations which is promoted and modeled by all within it is essential in order for the school to achieve its aims and meet the needs of its children. Therefore, on admission to the school the children will be made aware of the following expectations which will provide the basis for what is seen as appropriate conduct within the school:

- Do your best
- Listen
- Be kind
- Be helpful
- Be responsible
- Be honest

As part of the process of establishing high expectations, at the beginning of the year each class teacher works with their class to discuss the expectations of the school, what constitutes positive behaviour and what detracts from it. As an outcome of this discussion an agreed class charter is created which outlines the rights and responsibilities of all within the class, which will act as a document to inform their day-to-day classroom conduct. This class charter is agreed to and signed by all in the class, then displayed. In addition to expectations, there are specific rules in Appendix B.

Each class has its own behaviour chart. At the beginnings of each new day children start on ready to learn (green section). They can be moved 'up' for good or better behaviour or moved 'down' for poor choices (see P5).

### **Rewards**

The most important thing for developing positive, caring and active children is creating an atmosphere in which the children feel motivated, valued and cared for. It is for these reasons that we believe that verbal praise, reward and responsibility form the cornerstones of generating and supporting positive behaviour. Therefore, where possible we always seek to take the opportunity to recognise and reinforce the positive and keep criticisms constructive.

We understand that everyone works better when they feel that they themselves, and their work, receive consideration and recognition for the effort put in. For these reasons we seek to establish a system that values and recognises individual and collective effort and achievement. To support this aim we have a whole range of rewards and opportunities for recognition within the school, which is outlined below.

#### House Points

All members of staff can give out house points. These are used as a daily reward and given as an instant response.

#### Stickers

At the discretion of teachers, stickers can be used to reward children for good work etc. The HT will always award stickers for 'good work' brought to the office by children to share.

#### Achievement Card

These are awarded for longer-term achievement and are completed on the attainment of the equivalent of 100 house points. When a child has completed an Achievement Card they are named in assembly, and given a small prize.

#### Extra Credit e.g. Star of the day, Marbles in a jar, Class treat, Class Trophy

Teachers can award this to children making particular efforts in class to improve performance, behaviour etc and reward consistently good attitudes.

#### Lion Award

These are used to highlight pupils and raise self-esteem or promote improvement in any aspect of school life, which can include: good behaviour. Good work or special achievement. These are awarded fortnightly as part of the Friday Celebration assembly where the child receives a Lion Award Certificate written by the class teacher.

#### Certificate of Merit

These are awarded once each term for something which is particularly significant or identifies consistent achievement, effort or attainment. As we do not award large numbers of certificates they are given as recognition for something exceptionally well done.

#### Progress Cup

At the end of the academic year one child per year group is chosen to be awarded the Progress Cup (kept at home for one year) in recognition of outstanding, concerted effort throughout the year.

### **Giving Praise and Rewards**

As part of the ongoing positive approach that is taken across the school a whole range of opportunities are made to acknowledge and promote achievement, success and effort:

- Teachers provide opportunities in the class to celebrate the ability/achievements of every child

- Teachers can move children 'up' the behaviour chart to 'good job' or 'superstar' (usually followed up with a text/conversation with parents)
- There are opportunities for circle time in every class to highlight positive issues and address issues of concern.
- There are regular Celebration Assemblies which acknowledge achievement, recognise success and highlight effort.
- There are a whole host of curriculum events and celebrations where parents are invited in to celebrate their children's successes and achievements with them e.g. Theme Days, Dressing Up (e.g. World Book Day), Open days etc
- Special mention in newsletters for significant achievement both in and out of school.

### Responsibilities

The taking of responsibility is seen very positively within the school as an opportunity to take a more active part in the school community and as something worthy of significant praise and recognition. Teachers take many opportunities within their class to establish and develop roles and responsibilities which support and aid efficient and effective running of their class and allow them to recognise attributes and skills within their class. These can include developing class monitors which could entail undertaking a specific job or responsibility for a defined period of time

### Opportunities for children at different times during their St Mark's career include:

- Sports Leader - The school operates a scheme on the school playground at lunchtimes for children to lead/teach others to play games/new sports
- Librarian - When in Years 5 and 6 children are asked to volunteer to be Librarians
- Play Leader - All children in Year 6 who are interested are given the opportunity to lead activities for younger children at lunchtimes at Wyndham Park or under the supervision of our Positive Play Leader (Mrs Cheetham)
- House Captain - Each year there are eight House Captains chosen from Y6, by their peers, who have a whole range of responsibilities in the school e.g. leading their house in events and Celebration Assemblies
- Ambassadors – Show prospective parents and visitors around the school. Children are chosen from across the school (pairs).

### **Sanctions**

We believe in a system that rewards the positive and downplays the negative. We believe that awards and achievements e.g. House Points must not be taken away once given and that all children must be given the opportunity to make the right decisions when displaying inappropriate behaviour and when necessary given the opportunity to reflect upon their actions to support them in this process. Corporate sanctions e.g. punishing the whole class should be very carefully considered before being enacted as the negative effects may out-weigh the intended outcome.

However, the school has an escalation procedure (behaviour chart) through which it responds to behaviour which it perceives to be inappropriate. The aim of this procedure is to make sure all

children are given the opportunity to change or cease inappropriate behaviour and to understand that there are outcomes to choosing to engage in inappropriate behaviours which negatively affect themselves and others. Within it we acknowledge that sanctions should be used in conjunction with the praise, rewards and responsibilities already outlined, within a positive and productive atmosphere.

We no longer follow an approach of 'three strikes' e.g. three yellow cards in a single term automatically results in an exclusion. The Headteacher will use his best professional judgement and treat each matter on a case-by-case matter.

### **Behaviour Management Guidelines**

Developing a positive, consistent and caring approach to your interactions with the children where recognition of the positive actions and efforts they make is essential to establishing an effective learning climate. Therefore, focusing on the positive and giving as little attention as possible to the poor behaviour is always a good starting point.

#### Other points considered:

- Being aware of and defusing low-key problems early on.
- Making clear the expectations of behaviour and explaining the rationale behind these.
- Establishing a class charter or contract and ensuring these are reinforced consistently
- Using a variety of strategies for motivating pupils.
- Reacting firmly, fairly and consistently - rather than aggressively to misbehaviour and providing opportunities to make positive decisions to change the behaviour in question
- Clearly differentiating between the pupil and their behaviour.
- Not escalating situation by over-reacting and seeking to defuse or postpone confrontations unless there is no alternative.
- In confrontations, seeking the "best for both" solutions avoiding demeaning pupils in public.
- Recognising the need for awareness of equal opportunities for girls and boys and pupils from all ethnic and cultural backgrounds.
- Giving opportunities for children to reflect on their own classroom performance and enabling them to learn from it.
- Avoiding sarcasm
- However, it must also be recognised that there are exceptions with some children or incidents. In these situations, circumstances often dictate whether active listening, negotiation and empathy etc. can take place.

## **Procedures and specific approaches for Positive Behaviour Management**

### **Rewards**

#### House Points:

Can be given for such things as:-

- good work
- good manners
- completing homework
- being helpful
- a change in attitude
- a considerable effort
- a thoughtful deed
- a big improvement during a session

Each child is put in a 'House' when they enter the school. Houses have their own colour:-

Avebury Archers - red

Clearbury Colts - green

Figsbury Ferrets – yellow

Ramsbury Rams - blue

Each Friday the House points are collected by Year 6 children and the total for each House announced in assembly on Friday. Each term a trophy is presented to the winning House. We also have inter-House competitions in various sporting and non-sporting events.

#### Collecting House Points

- Each teacher should have a chart which runs for a term divided into weeks.
- Each child has an Achievement Card kept in each class.
- When a child has been awarded 10 House Points they get a sticker on the Achievement Card.

#### Achievement Card

- Every child has one of these which the teacher keeps.
- 10 House Points earn one sticker.
- When there are 10 stickers on the Achievement Card it is presented to the child in a Celebration Assembly with a small prize (school en)

### **Classroom Behaviour Chart**

This is a system for providing consistency in positive behaviour management throughout the school.

#### 1. Using the chart in a positive way

All children:

- Start every day at 'Ready to Learn'.
- Move themselves up the chart when positive behaviour is identified.

## 2. When children are engaged in low-level disruption

- Explain the inappropriate behaviour clearly.
- Remind the pupil of the behaviour expectations.
- Warn that the next step will be 'Think about It'.
- Ask the pupil to move themselves down the chart to 'Think about It' if the inappropriate behaviour continues.

## 3. When children are on 'Think about It'

- Encourage the pupil to view this as a chance to turn their behaviour around.
- Ask the pupil to move themselves up to 'Ready to Learn' when they are back on track.
- Praise this positive choice of behaviour and continue.

## 4. When children continue engaging in low-level disruption

- Re-explain the inappropriate behaviour and expectation clearly.
- Warn that the next step will be 'Partner Class'.
- Ask the pupil to move themselves down the chart to 'Partner Class' if the inappropriate behaviour continues.
- Ensure that they are able to articulate what they have done to be on 'Partner Class'.
- Send the pupil to 'Partner Class' accompanied by an adult or another child.

## Responsibility of the 'Partner Class' teacher

- Avoid 'telling off' the pupil.
- Provide the pupil with a timer (pupil returns to class when this runs out).
- Sit them in a quiet/calm part of the classroom.
- Remind the pupil that this is the final opportunity to get back on track.
- Encourage the pupil to consider what they will do on their return to class to change their behaviour for positive.

Note: Partner classes should not receive more than one child at a time.

If a child is having a bad day, they might go down to Partner Class again, however this does not warrant a Reflection. Reflection should be the last resort!

## 5. Once back from 'Partner Class'

- Pupils move back to 'Ready to Learn'.
- Praise good choices – hopefully the pupil can continue to move up the chart!
- Persistent inappropriate behaviour after 'Partner Class' may result in the pupil being moved down the chart to 'Reflection'.

## Sanctions

### Lunchtime Reflection

- (a) Teachers must complete a Lunchtime Reflection Slip and put it in the green folder in the staffroom for the duty teacher (or give it personally to duty teacher)
- (b) Pupils should either be sent with work they need to finish or complete a Reflection Sheet whilst there, this should be indicated on the dated Reflection Slip filled in by the teacher.
- (c) Pupils should have had their lunch first and be given time to visit the toilet etc before afternoon lessons begin. In most situations Reflection time should be approximately half an hour. Sometimes the time is extended on a case-by-case basis. Duty Teachers should keep a log of attendees to cross check. However, the Headteacher retains the right to keep children in for all of the lunchtime if he deems it necessary e.g. keep a child safe from harm, safe from getting into further trouble, to discuss a sensitive matter. This may mean the child eating their lunch in the Headteacher's office.
- (d) The Reflection Slips will be kept to be monitored by the Headteacher
- (e) Persistent need for Lunchtime Reflection may trigger a letter and, if appropriate, a meeting with parents to agree on further action
- (f) Reflection starts at 12.45 pm
- (g) Reflection takes place in the designated room – usually the teachers' classroom

Work in isolation – This may be done in the classroom, if the room is conducive, and the sanction is appropriate. Standing outside the classroom is not appropriate place or sanction and must not occur.

Sent to work in another class e.g. with the YL - if they continue to disrupt or interfere in the learning of other children during a lesson the child should be escorted to the designated room with instructions/work to complete. If in doubt, the Headteacher should be sent for.

Sent to Senior Colleague (DHT or HT) – to explain behaviour choices. Children may have to do this on a regular basis. A final warning, Reflection or Yellow Card may be issued.

Exclusion – A serious significant event may result in a fixed term exclusion (usually from 1 to 5 days) or a cumulative series of events (persistent disruptive behaviour). The Local Authority are notified and an official letter is sent to parents. In exceptional circumstances, an exclusion may become permanent. The Headteacher reserves the absolute right to commute a fixed term external exclusion (off school premises – at home) to an internal exclusion (in school). Internal Exclusions are usually hosted in the Remove Room (See Appendix B).

### Additional things to be aware of:

1. School Visits - a child who has caused difficulties on a visit, or in class leading up to a visit, may be given a written warning to parents stating that continued poor behaviour may lead to exclusion from other visits – usually on health and safety grounds.
2. Children are not to be sent out of the classroom as a sanction other than for a specific reason. They should not be made to stand or sit out in the corridor unattended unless this has been previously cleared with the Headteacher. In special circumstances children may be given the option to calm down by choosing to be in the corridor for very short periods of time. Children who need to see a Senior Colleague should be escorted. If this is not appropriate, the ELSA or HT should be sent for.
3. Teachers must not leave children unattended in corridors or classrooms at break or lunch time to complete homework or school work. Any such 'sanction' should be personally supervised by a member of staff.
4. A child can be sent to work in a partner classroom. The list of partner classes can be found in the staffroom and in the planning folder of each teacher. In these cases, the child **MUST** be sent (escorted by someone to ensure they arrive) to another classroom.
5. Children can be withdrawn from activity where their behaviour is causing a danger to themselves or others (e.g. P.E. technology or swimming etc). Although this sanction is at the behest of teachers it must be ratified by a Senior Colleague (DHT or HT).

### **Guidelines on Bullying**

See our Anti-bullying Policy and leaflet for children.

### **Children Causing Concern**

There may be occasions when staff are concerned about a child and wish to make a confidential note for future reference rather than taking further action at that stage. In line with safeguarding procedures, we expect all adults to recognise, record and refer (using MyConcern) .

## Appendix A

### Remove Room (HT Office)

#### Internal Exclusion (IE)

**“Internal Exclusion (also called isolation) is an internal process within the school and is used when the objective is to remove the pupil from class, not from the school site, for disciplinary reasons.”**

Although this is a formal process in school, IEs are not usually classed as a legal exclusion – so exclusion legislation does not apply. Sending a pupil off site for behavioural reasons is a legal exclusion and has to be dealt with, and recorded, as such.

The primary function of an IE is as a sanction to accommodate those children who have been removed from a lesson or situation at very short notice for poor behaviour. This could be a serious single incident e.g. a physical assault or following escalation during the day for the same types of offence/defiance (persistent disruptive behaviour).

An IE occurs in the **Remove Room**. Typically, this will be the HT’s office or Garden Room. The IE is served away from all other children and under constant adult supervision.

The aim of an IE is to provide appropriately supervised education, not only as a punishment, but to secure improvements in the child’s behaviour. A Remove Room is also known as an Inclusion Room. An IE offers immediate, short-term provision in order that teaching and learning for the majority of children can continue uninterrupted. IEs should be for a short period of time. They are not designed as a period of respite for a teacher to have a break from a particular child.

An IE may be used at the discretion of the HT if a situation escalates rapidly and the safety of the child, or others, may be compromised. This is sometimes a quick isolation to restore good order, de-escalate and incendiary situation. Usually, the child is returned to their class/lesson but control and compliance are restored. If this does not occur the procedure may become a fixed term exclusion (off site) or a permanent exclusion in extreme cases.

At the discretion of the HT, a fixed term exclusion can be commuted to IE. If, in the opinion of the HT, that the sanction is best served in school rather than at home, the IE will be served at the earliest opportunity in the Remove Room. This will be treated as a legal exclusion, with all paperwork completed and properly recorded, where parents are informed.

Remove Room should not be:

- For statutory education for excluded pupils
- A place to catch up on missed work or tests

IEs should not become:

- A provision for long-term respite
- A dumping ground for pupils with greater need for specific support
- A 'badge of honour' for children
- A fast track to permanent exclusion

Children in the Remove Room are required to complete set work (prepared by the class teacher) whilst excluded from class. Children should also be encouraged to reflect on the reasons for the IE. It is imperative the time in IE is focussed and that children understand why they are there and what exactly they must do.

Staff supervising the Remove Room should have access to a telephone e.g. mobile. All appropriate learning resources should be available. Pupils must have access to toilets and drinking water during the time spent.

## **School Rules**

We are proud of our school and these are some of our specific rules. They help to keep us happy and safe so that everyone can enjoy school and do their best.

### **For the whole school**

- Always walk inside the school building – try and keep to the left of a corridor
- Remember your manners with everyone
- Talk quietly, never using bad language
- Look after our school and everything in it
- Only be in classrooms and learning areas with an adult present
- Follow adults' instructions
- Stand still when the whistle is blown and wait until instructed to walk back into the building

### **At lunchtimes**

#### **Playground Expectations**

These expectations are important to make sure *everyone* is safe and happy on the playground and enjoys their playtimes/lunchtime.

1. Treat other people as you want to be treated – in words and actions
2. Our Golden Rules apply outside as well as inside
3. No fighting, including play-fighting – keep your hands to yourself
4. Go out to play and stay on the playground – no cutting through school
5. Children need adult permission/supervision to come inside e.g. clubs
6. If you need to see our ELSA respect times allocated/children's privacy
7. Play fairly and safely, allowing others to play their games
8. Take care of the equipment and follow the rules for the games
9. If there's a problem, speak to an adult for help to sort it out
10. Listen to the adults and always follow instructions calmly/politely.
11. Use the toilets (North corridor) sensibly, not for playing/hiding in.
12. Football/headers/volleyball/handball/dodgeball – for the field only
13. Basketball/netball/supervised games (Sports Leaders) – playground
14. Children are not allowed in the allotment area unsupervised

15. Playground items e.g. benches/gazebo are not for jumping over/through
16. Games like 'Bulldog' (high stakes chasing games) are not allowed
17. Handstands, cartwheels and 'door stepping' are not allowed at any time
18. If it is icy – sliding is not permitted – unsafe for everyone
19. If it is snowy – no snow balls on the way in/out of school
20. The library is open daily for children to sit and read

Any behaviour that does not meet these expectations will mean that your game *will* be stopped and may affect others e.g. balls banned, games suspended for a period of time etc.  
Be nice. Play nicely. Enjoy your break and let others enjoy theirs too.

### **Lunchtime Sanctions**

- The adult gives a reminder followed by a clear warning.
- If behaviour is repeated the child has 5 minutes 'Time Out' in a nominated area outside e.g. bench or next to an adult or bench or to stand near a wall
- Continued misbehaviour results in a longer 'Time Out' in a nominated area or be escorted inside to explain themselves to a senior colleague e.g. YL, DHT or HT.
- Further misbehaviour on the same day, or a serious breach of school rules, will be treated by the HT on case-by-case basis to avoid unnecessary escalation.

## COVID 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 the Year Leader, in the first instance, 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. Alternatively, they may need to speak with the SENCO (Mrs Lambert) or Headteacher (Mr Flemington).

Welcome Back Letter (September 2020)

We are very excited to see you when you come to school in September! During the time that schools have been closed, a lot has changed in the world. The way we live our lives has changed. When you come back to school some things will be different but there is still a lot that will be the same.

#### Arriving and departing school:

School will start and finish at different times for different classes. This is to make sure that we can space people out. Please come at your set time – try not to be too early or late. There will be a strict 5-minute window after given times to ensure flow, social distancing and safety on site. Social distancing should still be maintained please. You must stay with your parent at all times and not play on any of the outdoor play equipment.

Class	Teaching Teams	Entrance/exit	Start time	Finish time
<b>Year 3</b>				
<b>Ash</b>	Mr Hutchings & Mrs Abbott	The Street and Main Gate by Norma's	<b>0850</b>	<b>1515</b>
<b>Beech</b>	Miss Jackson & Miss Mackle		<i>Doors close at 0855</i>	<i>All families to have left by 1520</i>
<b>Chestnut</b>	Mrs Avery, Mrs Hawkins & Mrs Morgan			
<b>Mornings:</b> Families enter via the Main Gate by Norma's. They are to walk across the playground and around the school to the left (next to the hedge behind the adventure trail) and children will enter the classrooms through the class Fire Exits. Teachers and/or TAs will be on the door to greet them. Parents will need to keep flow going and leave by the one-way system, through the Sensory Garden and out of the gate towards Exeter House.				

**Afternoons:** Parents should enter school through the Main Gate by Norma's and wait on the main playground, waiting for their child to be sent to them. Please exit via The Main Gate and down The Street promptly.

**Year 4**

<b>Elm</b>	Miss Lane & Mrs Reynolds	The Street and into Main Gate by Norma's	<b>0840</b> <i>Doors close at 8:45</i>	<b>1505</b> <i>All families to have left by 1510</i>
<b>Fir</b>	Mr Cook			
<b>Holly</b>	Mrs Dryer & Ms Brown			

**Mornings:** Families enter via the Main Gate by Norma's. Parents are to leave their children at this Main Gate and leave down the one-way system of The Street. Children are to walk across the playground and into their class's Fire Exit door. Teachers and/or TAs will be on the door to greet them.

**Afternoons:** Parents should enter school through the Main Gate by Norma's and wait on the main playground, waiting for their child to be sent to them. Please exit via The Main Gate and down The Street promptly.

**Year 5**

<b>Lime</b>	Mrs Long & Mrs Underwood	The Street and into Main Gate by Norma's – <b>without parents</b>	<b>0845</b> <i>Doors close at 0850</i>	<b>1510</b> <i>All families to have left by 1515</i>
<b>Maple</b>	Miss Martin & Mrs Cox			
<b>Oak</b>	Mrs Banfield & Mrs Herring			

**Mornings:** Parents are to leave their children at the Main School Gate (by the car park) and should not come onto the site. Children should make their way down The Street and into the Main Gate, entering the building through the normal Yr5 doors on the lower playground and into their classrooms from there. Teachers and/or TAs will be in the classrooms to greet them.

**Afternoons:** Children will be dismissed by their teachers at the end of The Street by the car park. Parents should be ready to meet their children at the Main School Gate or by the car park.

**Year 6**

<b>Pine</b>	Miss Halski & Mrs Cheetham	Pine Fire Exit	<b>0845</b> <i>Doors close at 0850</i>	<b>1510</b> <i>All families to have left by 1515</i>
<b>Spruce</b>	Miss Grinter & Miss Preshaw	Spruce Fire Exit		
<b>Willow</b>	Mrs Corfield, Miss Scammell & Mrs Fowler	Year 6 Fire Exit		

**Mornings:** Parents are to leave their children at the Main School Gate (by the car park) and should not come onto the site. Children should make their way up the school drive and enter through the Y6 Fire Exits. Teachers and/or TAs will be on the door to greet them.

**Afternoons:** Children will be dismissed by their teachers at the end of the day from the green at the front of the Y6 area. Parents should be ready to meet their children at the Main School Gate or by the car park.

**Things to Remember:**

- Please **do not bring backpacks** to school at all, sadly we do not have space
- Please **wear sun cream** to school if it is hot as you will spend more time outside.
- **Anti-bacterial hand gel** – optional but highly recommended. We will be unable to provide this on a large scale due to supply and demand so if each child could bring their own this would be a huge help.
- **Water bottle**
- **Reading book & Communication Book**
- **PE kit**
- **Lunchbox** if you are bringing your own lunch
- **Coat** (if it's cold or raining)
- Packet of **tissues** (optional but highly recommended)

Please make sure you name **all** your belongings. Remember, you must not share anything with anyone else.

**In your classroom:**

- When you come in, you will go straight to your new classroom and take your belongings inside.
- You will be asked to wash your hands regularly throughout the day. Each classroom has a sink and soap.
- Anti-bacterial hand gel may also be used, unless you have an allergy.

**LESSONS**

School will largely be as normal – we will be in classrooms with your teachers and TAs with PPA teachers teaching you Computing, Music and PE as usual every week. You will be sat in rows facing the front in the classrooms as this is what the government have advised us to do but you will still be sitting in learning partners and we will be able to do group work. You will also be given your own pencil case with all the equipment you should need in there so please don't bring one from home this year. You will be responsible for looking after this yourself. Teachers and TAs will still be there to help you and teach you but will need to do this from around a metre away – please help us with this too by not getting super close.

**BREAKTIME**

The playground and field will be split into Year Group Zones. You must stay in your set zone which your teacher will explain to you on the first day back. You can bring in equipment (named) to help you enjoy your time outside but this must not travel between home and school – it needs to stay in school please. This could be things like skipping ropes, diablos etc. We are not allowing footballs initially due to lack of control (if it goes out of your zone, it will break bubbles getting it back) so please bring things in that are going to be fun for you and keep everyone safe. You will only be able to use the toilets in your year group space so we would recommend going to the toilet before going outside wherever possible.

**LUNCHTIME**

You can bring a packed lunch to school or order a school packed lunch from the school kitchen when your teacher takes the register in the morning. You will be eating your lunch in your classrooms at your own desk. If you have ordered a school packed lunch, it will be delivered to your classroom. You will then have some time outside to play, just the same as break time.

**BEHAVIOUR**

We are always so proud of you and your excellent behaviour in class, around the school and outside the school too. Our expectations of you are the same as they have always been – you are fantastic and should continue to behave in a way to make yourselves and us proud. The behaviour chart will be running as normal with celebrations such as house points and superstars, as well as with consequences such as Partner Class, Reflections or Internal Exclusions (sometimes called isolations).

If there is a case of COVID-19 in school we will liaise directly with healthcare professionals immediately. The person with symptoms must self-isolate for 10 days, the people they live with must isolate for 14 days and if anyone in school tests positive we expect to be told that the whole year group to self-isolate for 14 days. Either way we will keep you informed of the advice and how to keep everyone as safe as possible.

## **Reasonable adjustments**

Sometimes, and for a variety of reasons, a small number of pupils may demonstrate challenging behaviour. This may be influenced by the current pandemic restrictions e.g. limited space, access to equipment, no mixing of bubbles etc. It is essential children who find themselves or put themselves into difficulty through not making safe, appropriate choices do not escalate through the sanctions. All staff are expected to use their best judgement to identify issues, de-escalate and seek advice from senior colleagues at the earliest opportunity. This may include removing pupils from confrontation to a place of quiet/reflection e.g. the Garden Room, the Library or HT Office and allowing for an appropriate time to 'cool down' prior to any matters being addressed, investigated, sanctioned etc. This will usually involve the ELSA (Mrs Jenkins) in the first instance to facilitate engagement.

- Altered routines for arriving or leaving the site – staggered start and finish times
- Hygiene - handwashing and sanitising will occur regularly throughout the day. Additional cleaning happens within music lessons and computing sessions e.g. wiping down. Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Socialising - pupils can socialise with at school, including at lunch and break times, within their bubble (year group)
- Moving around the school – pupils spend minimal time in the corridors e.g. transition between certain lessons. We do not have a one way system but do expect children to walk on the left of the corridors
- Telling an adult if they are experiencing symptoms of coronavirus or not feeling well at any time
- Sharing any school equipment is minimised e.g. individual pencil cases
- Breaks or play times - including where children may or may not play (zones/staggers)
- Toilets – Each year group bubble have their own set of toilets
- Responsible actions – Under no circumstances are pupils to deliberately 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 continue to use:

house points, Superstars and Lion Awards

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

Partner Class, Reflections

If serious enough a form of internal exclusion may be more appropriate e.g. purposeful rule breaking. In the majority of cases we may also inform parents of issues, accidental or deliberate, to seek their help in rectifying and restoring best practice.

## **2.3 Changed rules**

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

- Expectations for attendance – the latest government guidance says attendance will be mandatory from September unless there are exceptional circumstances. These should be shared with the Headteacher at the earliest opportunity so an agreed way forward can be put in place

- Expectations for uniform – From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform which can be found on the website. If pupils cannot wear their full uniform, parents should contact the Headteacher at the earliest opportunity to discuss.
- Exceptions to uniform – PE kit should be worn into school on the day of lessons to avoid issues with changing

### **3. Expectations for pupils at home**

#### **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. Parents should contact the Year Leader, in the first instance, 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 with their learning.

All our expectations are covered in the Remote Education Policy (see website)

As a school we expect:

- Parents to be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- 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:

- Make contact with parents in the first instance to understand the context, barriers etc
- Monitor work regularly and provide a mechanism for submission/assessment

### **4. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every four weeks. At every review, it will be shared and discussed by the Local Governing Committee prior to any alterations being made.

### **5. Links with other policies**

This policy links to the following policies and procedures:

- SRET Safeguarding and Child Protection policy
- Health and Safety policy
- Staff Behaviour Policy (Code of Conduct)