

FINSTALL FIRST SCHOOL

WHOLE SCHOOL BEHAVIOUR POLICY

PERSON RESPONSIBLE: HEAD TEACHER

INTRODUCTION

In their document 'Behaviour in Schools – Advice for headteachers and school staff,' (Sept 2022), the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents. Every school must have a Behaviour Policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools) / Education (Independent School Standards) (England) Regulations 2014 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE (November 2014).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles,' which is a statutory document (DfE – Policies and other Documents that Governing Bodies and Proprietors are required to have by Law). Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the School Code of Conduct for Staff and Other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the "Teachers' Standards 2011 (updated 2013)" and in relation to this Code of Conduct, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

STATEMENT OF INTENT

Finstall First School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

AIMS

We continually strive to achieve our Vision Statement, "Learning Together, Preparing for Life" by aiming

- To provide a positive, safe and happy learning environment in which everyone is inspired and empowered to achieve the highest standard of which they are capable in all aspects of their life.
- To recognise, accommodate and support the needs of all individuals.
- To help everyone to make appropriate choices through praise, encouragement and by leading through example.
- To treat everyone with respect, encourage self-respect, listen to and value everybody's opinions, contributions and ideas.
- To provide a broad, balanced, stimulating curriculum in which all progress is recognised, developed and celebrated.
- To provide an open school that promotes health and wellbeing and continually develops effective partnerships with parents and the wider community.
- To ensure that effective leadership and management enables us to continually improve all aspects of our school through systematic, rigorous self-evaluation.
- To make school fun for everybody.

School values

As a school, we have established 5 key values that we feel promote and exemplify our vision statement and support both positive and restorative conversations around attitudes, behaviour and learning. These are known as the 'Finstall 5' and are shared with the children through classroom interactions, assemblies and our curriculum. These values are outlined below:

Finstall Five

Kindness – We show respect, empathy and compassion to others.

Communication – We follow the Listening Rules and talk to resolve our differences.

Ambition – We strive to achieve so that we can be the best that we can be.

Resilience – We persevere in the face of adversity.

Honesty – We are truthful and demonstrate integrity.



This document aims to set out the expectations of pupil behaviour at Finstall First School and provides an explanation of the agreed methods to be used by the staff in order to achieve this standard of acceptable behaviour. The purpose of this document is to give a clear explanation to parents and new staff of our expectations and agreed methods.

Through a positive approach towards behaviour management, we aim to create a calm learning environment in which pupils can:

- learn and teachers can teach;
- operate with increasing independence;
- develop a sense of responsibility for their own behaviour and a greater sense of consideration for others;
- grow in confidence and self-esteem;
- feel safe and supported;
- develop a wide range of knowledge and skills.

OBJECTIVES

At this School, we think of the child and their behaviour as separate things. We may talk about behaviours which are unacceptable or unkind but we do not talk about "unkind children" or "naughty children."

Teachers and all other adults involved in the life of the school will endeavour to act as good role models for the children at all times. Every member of staff will engage with the children in a spirit of openness and trust, encouraging our pupils to ask questions, share their successes and failures and air their concerns so that appropriate, supportive responses can be made. All children will be treated fairly and consistently, although expectations may need to be differentiated, within reason, to accommodate children with disabilities or special educational needs e.g. children with autism, adhd, attachment issues, etc. (See also the related school policies on SEN, Equal Opportunities, etc. and the School Disability Equality Scheme).

Staff realise that they have to understand the reasons behind poor behaviour and make reasonable adjustments (including establishing Individual Behaviour Plans / Pastoral Support Plans) for children with additional needs to help them to behave appropriately. However, when poor behaviour occurs, it still needs to be managed consistently (See Rewards and Sanctions below).

In the classroom every teacher will set aside time to listen to the children and will also be available before school, and informally at various points during the day, to listen to individual children.

Our formal curriculum, particularly in the areas of RE and PSHE and Citizenship, will be used to help children develop a sense of respect for themselves and others.

All adults in the school should expect the children to treat them courteously and to respond to their reasonable requests. All pupils should expect staff to respond courteously, to listen to their concerns and to offer support where appropriate.

Pupils will be encouraged to treat each other with consideration and respect. Each year the staff and pupils, in each class, will compile a set of rules, which specify how people should behave in our school.

One important rule for all at school is:

"Everyone will act with courtesy and consideration at all times."

It is our policy to encourage children to take responsibility for their own actions and to encourage independent learning strategies. Whilst children in the school are in areas where supervision is less rigid, it is the responsibility of the class teacher to establish appropriate strategies to ensure that the behaviour of the pupils meets our expectations.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

The procedures detailed in our Whole School Behaviour Policy include measures to prevent all forms of bullying among pupils, including cyber-bullying, prejudice-based and discriminatory bullying. This Policy and procedures should also be read in conjunction with the following school policies and procedures:

- Anti-bullying Policy (including Child-friendly Anti-bullying Policy)
- Safeguarding Policy and procedures (including Child Protection Policy)
- Child on child Abuse Policy
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Whistle blowing procedures
- Supporting Pupils with Medical Needs Policy and Procedures
- Equal Opportunities Policy
- SEND Policy
- Suspension and Exclusion Policy
- Special Educational Needs Information Report
- Admissions Arrangements
- Attendance procedures
- Missing Child procedures
- Complaints Procedure
- Positive Handling Support and Intervention Policy and Procedures
- Code of Conduct for Staff and other Adults
- Educational Visits Policy and Procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- Home School Agreement (voluntary)

ROLES AND RESPONSIBILITIES

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Deputy Headteacher.
 - Phase leaders.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

DEFINITIONS

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework or arriving at school without homework
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

STAFF INDUCTION, DEVELOPMENT AND SUPPORT

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

MANAGING BEHAVIOUR

THE PHYSICAL ENVIRONMENT OF THE SCHOOL

The staff and Governors, with the help of the parents and pupils, will endeavour to maintain the physical environment of the school to a very high standard. We expect everyone entering our school to treat the school environment with care and respect.

Pupils will be given tasks and responsibilities to help maintain the quality of the school environment.

Pupils’ work and achievements will be celebrated throughout the school through the creation of displays of work and the exhibiting of completed models, books and other artefacts.

We also make use of a “Friendship Bench,” which children can go and sit on at play times if they are feeling lonely or upset. Other children at this School are always keen to speak to and include children that they see sitting on the Friendship Bench.

THE CLASSROOM ENVIRONMENT

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.

- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

THE BEGINNING AND END OF THE SCHOOL DAY

Children should feel that they are welcomed into school in the mornings. Every class teacher will provide an appropriate morning routine for the age group, which she/he teaches.

At the end of the school day teachers are responsible for the pupils from their own class until each is in the care of the adult responsible for collecting the child from school or has left the site alone, with written permission from a parent. Staff will take particular care that the cloakroom area and toilets do not become overcrowded near to the end of the school day. Any child, whose parents have not collected them by 3.30pm will be taken by their class teacher to wait in the Library area whilst their parents are contacted. They must not wait for their parents outside school, unsupervised.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. A record of all incidents of unacceptable behaviour will be kept on the School's electronic "Behaviour Log." When analysed, this helps to identify pupils whose behaviour may indicate potential mental health or safeguarding problems or instances of bullying. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

EFFECTIVE CLASSROOM MANAGEMENT

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear, consistent responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

The school will have an established set of clear, comprehensive and enforceable classroom rules, which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these on a regular basis. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

BEHAVIOUR CURRICULUM

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

POSITIVE TEACHER-PUPIL RELATIONSHIPS

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

OUR REWARDS AND SANCTIONS SYSTEM

The development of self-esteem is vital for the overall development of children. Thus, we endeavour to create a positive working environment and an atmosphere where effort is praised and achievement rewarded, for pupils and staff alike.

Praise, positive responses and rewards form the underlying principle of our approach, but sanctions will be made use of when appropriate. Any difficulties that arise, including those caused by challenging behaviour, need to be dealt with as they arise.

Whenever possible, when dealing with the whole class, staff will publicly praise children for good behaviour before quietly condemning inappropriate behaviour. We feel that it is important that the praise should substantially outweigh the criticism. As a rule of thumb, we aim to praise AT LEAST three times before criticising.

Children also receive praise and commendation in other ways such as:

Informal - verbal praise, being asked to show work to the class, other staff, etc.

Being provided with Achievement Stickers / Head Teacher's Awards / House Tokens - for good work, effort, participation, doing "the right thing", politeness, etc.

Formal – Work being displayed on display boards in class rooms or corridors around School;
Being provided with Certificates, Awards, Merits, etc. in our Celebration Assemblies.

At the end of each school week, a Celebration of Achievement Assembly is held, in both Upper and Lower School, in which children show examples of work and in which we celebrate achievement and give out certificates and other awards covering areas such as:

- academic (individual subject) work,
- personal achievement,
- notable application to a task,
- significant kindly acts
- co-operative work.

By rewarding and praising good behaviour, we believe that such behaviour is promoted and encouraged.

Throughout the school, teachers and other staff will maintain high expectations of the behaviour of pupils and will intervene whenever it is appropriate to do so in order to maintain these high standards. All staff share a collective responsibility for the maintenance of good behaviour.

As part of this policy, all classes make use of a **Class Reward Chart** (Zone Board).

The Class Reward Chart consists of a central Green Zone, where all children start each week. Children will be rewarded for good behaviour and work effort by being moved up to the Silver Zone and, if this good behaviour / work effort is sustained, by being moved up into the Gold Zone. In Years 1, 2, 3 and 4, children who get moved into the Gold Zone during a week receive a stamp / sticker to put on their own Individual Reward Chart (Year 2) or Class Record Sheet (Year 3 / 4). In Years 3 and 4, children are presented with a certificate when they have been in gold 6 times.

Children are also rewarded in other ways, during the School week, if they are in the Gold or Silver Zone. For example, a wider range of activities might be made available to them during wet breaks or they might be dismissed from the classroom ahead of other children before play time or lunch time. At the end of each week, children are rewarded for their efforts through Golden time activities, which correspond with whatever zone they are in on the Reward Chart. Children miss a set amount of Golden Time for each time they have been in Red through the week (E.g. Red – 10 minutes / visit).

In Years R and 1, the Reward Chart is operated in a very similar way other than children start **each day** in the Green Zone. In Year 1, the class teachers record the children's movements up and down the board during the week and, on a Friday, the children are rewarded appropriately through the choice of activities that are made available to them during Golden Time. Children who have spent most of the week in Gold or Silver will be offered a wider choice of activities to choose from than a child who has generally stayed in Green or had to be moved down. Children who have generally been Red (See below) will be provided with work to do instead, usually work that is incomplete as a result of poor work effort or poor behaviour earlier in the week. In Year R, if children are in Gold or Silver by the end of a day, they receive a Gold or Silver sticker to wear home. If they go above Gold (e.g. the Moon) they receive a prize from the "Prize Box."

Throughout the school year, teachers may use a variety of different reward systems to complement and support the main Class Reward Chart (Zone Board). Such alternatives are particularly effective when supporting children who may be experiencing difficulties with the management of their behaviour as they can help to maintain the pupils' interest and motivation. For example, Individual Behaviour Reward Charts are used to focus children on improving certain aspects of their behaviour.

Within our school, we also try to build a positive team spirit within classes and houses. House tokens may be awarded to pupils who have produced an excellent piece of work, who have made a good effort, behaved in an exemplary manner or have made any other worthy contribution. At the end of each week, the number of tokens earned by each house are counted and the team with the highest number goes into the top position at the Celebration of Achievement Assembly.

Where appropriate, a system of class rewards may also be used so that the whole class can benefit from the achievements of individual class members. For example, every time a sticker is awarded a marble is placed in a marble pot and a class "treat" is triggered when the pot is full of marbles.

In all year groups, if children are mis-behaving or displaying poor work effort and have not responded appropriately when other children are praised, they will be moved down the board. Children will also be moved down the board for non-completion / poor work-effort related to homework tasks. In addition, if homework tasks are not completed appropriately, pupils will have to complete them at break or lunch time. At all times, we must always remember that we must consider what the behaviour could be an indicator of. We must always apply our professional curiosity and judgement to help us to build a picture of the child and the cause of their behaviour, which may lead us to make reasonable adjustments or additions to our response so that we can meet their needs in the longer term.

Below the Green Zone is an Orange Zone, which acts as a warning. At this point, the teacher may keep a child back at the end of a lesson to talk to the child/ren involved and calmly but clearly warn them that their transgression has been noted and must stop. Warnings will not be given just on the hearsay evidence of other children or when there is any doubt in the mind of the member of staff. Whilst we see it to be important that the rules are applied as evenly as possible, consideration will also be given to individual children's special circumstances.

When a child fails to heed the warning given, a second warning and an explanation / clarification of the teacher's expectations may be provided, depending on the nature and severity of the behaviour exhibited.

Should the poor behaviour continue, or in the case of a single incident in which a pupil demonstrates particularly poor behaviour, a child may be moved into the Red Zone. In such a case, a sanction will be applied such as:

- Staying in during play-time to complete a task (e.g. or to finish work that should have been completed)
- Withdrawal of privileges
- Change of seat within the classroom
- Refer to Deputy Head or Head Teacher

Parental consent is not required for staff to apply such sanctions and such sanctions can be applied without first notifying the parents of the pupil. If a child is kept in during lunch time, at least 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. Even if a child is kept in during break or lunch time, we will always try to give the child access to the outside environment for a short period of exercise as this is more likely to help the child to behave and learn well in the next learning activity.

When a child has moved into the Red Zone, this is recorded in the Behaviour Log. When a child is moved into the Red Zone because of a single incident in which a pupil demonstrates particularly poor behaviour, parents will also be informed. A parent will also be informed if a child repeatedly visits the Red zone for numerous low-level poor behaviour.

Whenever possible, we wish all adults in the wider school community to patiently help the children understand the reciprocal need for trust and responsibility. As a matter of policy, we do not support the use of the following sanctions by adults in our school:

- Shouting in an attempt to intimidate children
- The scapegoating of individuals or groups of individuals
- Over-use of blanket punishments

At times, a teacher may feel that a child needs to work away from the other children. This may be because of a particularly serious incident or because a child has not corrected his / her behaviour despite repeated warnings. In such cases, the child will be moved into the lower half of the Red Zone and, during lesson time, pupils will be moved to a table on their own a) within the class; b) immediately outside the class but still under the supervision of the class teacher; c) in another area of the school away from their own peers and under the supervision of another member of staff. Each stage shall be applied in this order, as required and, prior to reintegration to the class; each stage is revisited in reverse order.

Particularly poor behaviour such as violent conduct or abusive language may result in children being removed to another area of the school immediately, without going through the earlier stages.

Should a child be moved away from other children, staff will ensure that this space is:

- In an appropriate area of the school

- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only move pupils out of the classroom, where absolutely necessary, and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide but we will ensure that the pupil is not removed from the classroom for any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. It is expected that an adult will have a one to one conversation with the pupil to discuss which of the expectations he / she is finding it difficult to meet and why. Additional support / reasonable adjustments can then be made to help the child to meet the expectations. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

At all times, teachers and teaching assistants will use their professional judgement and discretion when making decisions about whether children should move up or down the Class Reward Chart. Staff will always take into account the individual circumstances of each child (e.g. Children with SEND, LAC or issues that may affect their emotional well-being either within or outside of School).

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others or, if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances, staff will follow the school's policy for dealing with such situations (See Positive Handling Policy).

In most cases, if a child's behaviour results in him / her being moved further away from their peers, they will be located in the library area where they can be supervised either directly or indirectly by the Head Teacher or the Deputy Head Teacher.

However, if a child continues to behave inappropriately in this area (e.g. reacting to staff or other pupils who pass through this area) as a last resort, they will be re-located to the Quiet Room where, once again, they will be supervised, directly or indirectly, by either a Teaching Assistant, the Head Teacher or Deputy Head Teacher. When judging the level of supervision required, they will use their professional judgement and knowledge of the child and his / her circumstances, taking into account the emotional and psychological state of the child, the safety of the child and the safety of other children and adults in the School and the child's need for some "time-out" away from others so that they can regulate their behaviour. They will also reassure the child that they will be available to talk to and listen to the child once he / she is ready and willing to do so sensibly and they will explain clearly what is expected of the child for him / her to be able to return to their class. Should a child be removed to the Quiet Room, the door will remain open except when this affects the safety of children or staff.

Children will not be allowed to go home to "cool off" as this is unlawful unless it is counted as an official suspension. In cases where a child's behaviour may be demonstrating that their mental health is being seriously affected, a child's parents may be phoned with a view to them being collected and an individual plan (Individual Behaviour Plan / Pastoral Support Plan) will be put in place or reviewed.

If a child's behaviour becomes a concern, because they are having to be warned about their behaviour repeatedly or because of a single serious incident, his /her parents will be contacted and the matter will be discussed with them.

Where parents need to be contacted more regularly, then the Head Teacher will consider what further action is required. This may involve the use of an Individual Behaviour Target Sheet to focus the child's mind on improving certain aspects of their behaviour and to provide a record of the frequency and any patterns of behaviour that may form.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

PLAYTIME AND LUNCHTIME PERIODS

Each teacher is responsible for the children in their own class. Teachers will ensure that the staff supervising the play and lunchtime periods are aware of any children who have experienced behavioural difficulties during the previous session. Likewise, supervising staff will inform teachers of any children who have experienced problems during break times.

Staff are aware that these periods are a "high-risk" time, when problems may arise, and will check areas that may allow pupils to go out of sight. They will also encourage appropriate games to be played. To ensure that children are occupied at these times, a wide variety of appropriate play equipment is provided. Markings, which encourage cooperative playground games, have also been put down on the playground. At lunch time, certain Children's Supervisors also act as Play Leaders to work with "targeted" children who have been identified as children who experience problems with sharing, turn-taking, social skills, etc. They organise games, etc. with them and help to improve these skills and characteristics.

To assist members of staff on duty at break and lunch times, who witness unacceptable behaviour, they use a simple system as follows:

Warning – chance to correct unacceptable behaviour. This may be repeated, depending on the type of poor behaviour.

For serious unacceptable behaviour, bring child into Library area to complete an appropriate task to make up for poor behaviour e.g. letter of apology, Sorry Card / Picture, What I did / What I should have done (dependent on age of child and seriousness of poor behaviour);

Report child to Class Teacher / Deputy Head Teacher / Head Teacher if poor behaviour continues. Ensure Class teacher has been informed about child's behaviour before the child returns to the Class.

Class teacher will move child on Class Reward Chart (Zone board) as appropriate and will consider informing the child's parents, depending on the child's circumstances and the seriousness of the poor behaviour.

Staff on duty also provide children, who demonstrate examples of particularly good behaviour, with stickers / tokens as rewards.

The movement of children from the classroom to the outside play areas and subsequent return is the combined responsibility of class teachers, staff on duty and lunch-time supervisors. Class teachers should be ready to receive children at the end of break sessions.

PREVENTATIVE MEASURES FOR PUPILS WITH SEND

As well as providing support for pupils who find it difficult to control or modify their behaviour through an Individual Behaviour Target Sheet, we can also provide support in other ways including:

- Setting up an Individual Behaviour Plan or Pastoral Support Plan.

- Involving external agencies such as the Educational Psychologist, the Behaviour Support Team, Early Intervention Family Support, etc.

Parents would always be consulted before support from external agencies was accessed.

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement, where appropriate, include but are not limited to the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Adapting the learning activity so that it can be done in a more practical, physical way or in a quieter environment
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

DE-ESCALATION STRATEGIES

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

PHYSICAL INTERVENTION

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil's parent will be contacted. Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

BULLYING / INCIDENTS OF PREJUDICE-BASED OR DISCRIMINATORY LANGUAGE / BEHAVIOUR OR CHILD ON CHILD SEXUAL BEHAVIOUR

We have identified the times when pupils are outside the classroom as the most likely time for bullying to occur. It is not our aim to directly supervise all pupils for 100% of their time in school but all members of staff have specific responsibilities for the well-being of pupils at various times of the day. This also includes responsibility for pupils as they transfer from one teaching session to another, as they prepare for lunch and at the end of the school day. We are also aware that cyber-bullying can occur, which can take place outside school hours through use of electronic equipment such as mobile phones, computers, tablets, smart watches, etc. (See also the School's Anti-Bullying policy).

If children become involved in incidents that could be considered to be "bullying" or that could be of a physical or harmful nature, as well as following the Whole School Behaviour Policy, children will also be dealt with under the terms of Appendix A – "Dealing with incidents of bullying or repeated incidents of a physical or harmful nature."

The school will actively challenge all forms of prejudice-based or discriminatory language / behaviour, sexual abuse and harassment, gender-based bullying and sexual violence. Please also see our Child-on-child Abuse Policy.

Within our curriculum, especially within PSHE lessons, and through assemblies and pastoral time, we educate the children about how we expect them to behave and why. We also teach them about the importance of equality and diversity and we celebrate differences, whilst also explaining, at an age-appropriate level, why certain characteristics are protected and that it is against the law to discriminate against people who hold these characteristics. This helps us to keep such incidents to a minimum and to prevent bullying.

The school will respond promptly and appropriately to any such incidents in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the behaviour and prevent any reoccurrence.

PROCESS / RECORDING

Following any incident involving any form of bullying or any incident involving prejudice-based or discriminatory language / behaviour or any form of child on child sexual behaviour, the following processes will be followed:

1. An electronic School Behaviour Log is used to record all incidents of poor behaviour in School. However, the Head Teacher must also be informed, directly, of any incidents of any form of bullying, any prejudice-based or discriminatory language / behaviour or any form of child on child sexual behaviour. Staff must also tick in the Behaviour Log, when such incidents occur. This enables us to filter these when carrying out our analysis of behavioural incidents. All members of staff who work with the children involved (especially lunchtime and playtime supervisors) should also be informed.
2. The Head Teacher will ensure that the parents of both the victim and the perpetrator are informed unless there are exceptional circumstances why this should not be done e.g. if it puts a child at risk of significant harm. This will be done to gain their support in educating their children and preventing any repeat of such behaviour in the future.
3. The Head Teacher will also ensure that all reports of bullying, any prejudice-based or discriminatory language / behaviour or any form of child on child sexual behaviour will be recorded in the Serious Behaviour Incidents Book, which is stored in the Head Teacher's office. The Head Teacher will be responsible for monitoring entries in the Serious Behaviour Incidents Book and the School Behaviour Log and will report to the Governors on an annual basis.
4. When incidents of bullying, prejudice-based or discriminatory language / behaviour or any form of child on child sexual behaviour is also witnessed by other children, Class Teachers should take the opportunity to discuss such incidents more widely, to help all children to understand why such behaviours are unacceptable.

Depending on the severity of the incident, staff will apply any sanctions, as appropriate, as detailed in this policy. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents (See Child on Child Abuse policy).

DATA COLLECTION AND BEHAVIOUR EVALUATION

The school will collect data from the following sources:

- Behaviour incident data
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

PROHIBITED ITEMS, SEARCHING PUPILS AND CONFISCATION

Although it is extremely rare for us to have to carry out a search of children's belongings, searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Positive Handling Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- Mobile Phones or other smart devices which allow children to take photographs or communicate externally e.g. smart watches
- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched. If ever we need to carry out a search, we follow the advice in the DfE's "Searching, Screening and Confiscation – Advice for Schools"

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

If ever we need to carry out a search, we follow the advice in the DfE's "Searching, Screening and Confiscation – Advice for Schools"

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

Pupils at the school must agree to represent the school in a positive manner. We have the same expectations of good behaviour, both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

SUSPENSION AND EXCLUSION

In extreme circumstances or where the anti-social behaviour is affecting the education or welfare of other children, the Head Teacher has the power to exclude a pupil. DfE / LA Guidance and the School's policy on Suspensions and Exclusions will be followed should this action be required. However, the school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried over time and have failed. For example, physical assault against a pupil, physical assault against an adult or persistent disruption of lessons that affects the learning of other pupils.

During the Head Teacher's absence, the responsibility for managing fixed term exclusions is delegated to the Deputy Head Teacher.

MONITORING AND REVIEW

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis. They will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted Inspections and reviews by the Lead Inspector, upon request.

This policy was approved by the governing body on 4th November 2025

This policy will be reviewed in October 2026

Governor responsible: Kelly Joynes

Whole School Behaviour Policy

Appendix A

Dealing with incidents of any form of bullying or repeated incidents of a physical or harmful nature including:

Rough Play
Pushing
Shoving
Kicking
Grabbing
Fighting

Should a child become involved in such incidents, parents will be contacted and the Class Teacher will meet with parents and they will try to work in partnership to prevent such instances from occurring on a regular basis.

Should a child become regularly involved in such incidents, the Class Teacher and a Senior Leader will meet with parents and inform them that their child is now being dealt with under the terms of Appendix A of the Whole School Behaviour Policy. During the meeting, the parents will be provided with a letter, explaining this, and outlining the stages that will be followed should this behaviour continue.

Stage 1

- a) The Class Teacher and a Senior Leader will meet with parents and will provide them with a "Dealing with repeated incidents of bullying or of a physical or harmful nature" letter;
- b) The child will not be allowed outside at break times for the next two days and will be placed on report for a minimum period of at least one week. The report will contain at least one target which will need to be achieved on a daily basis;
- c) Meeting with parents before the report is removed;
- d) Pupil attends "social skills support group" at lunch time for an agreed period;

Should a further incident occur, move to Stage 2. If a significant period of time has elapsed between incidents, at the discretion of school staff Stage 1 may be repeated.

Stage 2

- a) A further meeting will be called between parents, the Class Teacher and a Senior Leader. Parents will be informed that their child is now being dealt with under Stage 2 of Appendix A;
- b) The child will not be allowed outside at break times for at least one week and will be placed on report for a minimum period of four weeks. The report will contain at least one target which will need to be achieved on a daily basis;
- c) Meeting with parents before the report is removed;
- d) Pupil attends "social skills support group" at lunch time for an agreed period.

Should a further incident occur, move to Stage 3. If a significant period of time has elapsed between incidents, at the discretion of school staff, earlier stages may be repeated as appropriate.

Stage 3

- a) A further meeting will be called between parents, the Class Teacher and a Senior Leader. The child concerned will also be present. Parents will be informed that their child is now being dealt with under Stage 3 of Appendix A;
- b) A final warning will be given to the child as to the consequences of any further incidents, which will include a fixed term exclusion.
- b) The child will not be allowed outside at break times for at least one week and will be placed on report for a minimum period of four weeks. The report will contain at least one target which will need to be achieved on a daily basis;
- c) Meeting with parents before the report is removed;
- d) Pupil attends "social skills support group" at lunch time for an agreed period;

Should a further incident occur, move to Stage 4. If a significant period of time has elapsed between incidents, at the discretion of school staff earlier stages may be repeated as appropriate.

Stage 4

- a) Fixed-term exclusion issued;
- b) On returning to school, your child will not be allowed outside at break time for two weeks and will be placed on report for a minimum period of six weeks. The report will contain at least one target which will need to be achieved on a daily basis;
- c) Meeting with parents before the report is removed;
- d) Pupil attends "social skills support group" at lunch time for an agreed period;
- e) The matter will be dealt with in future in line with LA guidance on Exclusion

Should a further incident occur after Stage 4, this stage may be repeated with a longer fixed term exclusion. LA guidance on exclusions will be followed in such circumstances.

The success of this policy relies very heavily on the support of parents. If parents fail to support staff at any stage in this process, this may result in the process being fast-tracked to Stage 3.

This appendix does not prevent the Head Teacher from following LA guidance on exclusion in the case of particularly serious incidents, even if it is a first offence.

Support, as outlined in the main part of this policy, would also be provided for pupils whose behaviour is being dealt with under the terms of Appendix A.

Appendix B

Additions to the Whole School Behaviour Policy that relate specifically to the Coronavirus Pandemic

Parents and children must:

- Adhere to any changes to routines, communicated to them, in line with Health and Safety advice or the relevant Risk assessment e.g. for drop-off and collection, including rules related to timings, social-distancing, the one-way system and expectations regarding the wearing of masks.
- Follow school instructions on hygiene, such as handwashing and sanitising
- Follow instructions on who pupils can socialise with at school
- Move around the school as per specific instructions (e.g. one-way systems, out of bounds areas, queuing – e.g. for toilets as directed)
- Follow expectations about sneezing, coughing, tissues and disposal ("Catch it, bin it, kill it") and avoid touching your mouth, nose and eyes with hands
- Tell an adult if you are experiencing symptoms of coronavirus
- Follow rules about sharing any equipment or other items including drinking bottles
- Adhere to amended expectations about breaks and play times, including where children may or may not play
- Follow rules around use of toilets
- Ensure that they never cough or spit at or towards any other person
- Follow the rules and guidance laid down in our ICT Acceptable Use Policy when pupils are at home making use of Remote Education

Staff will, of course, be educating the children with regard to these new rules, routines and arrangements at an age-appropriate level. Please could parents also endeavour to reinforce these rules with their children as appropriate.