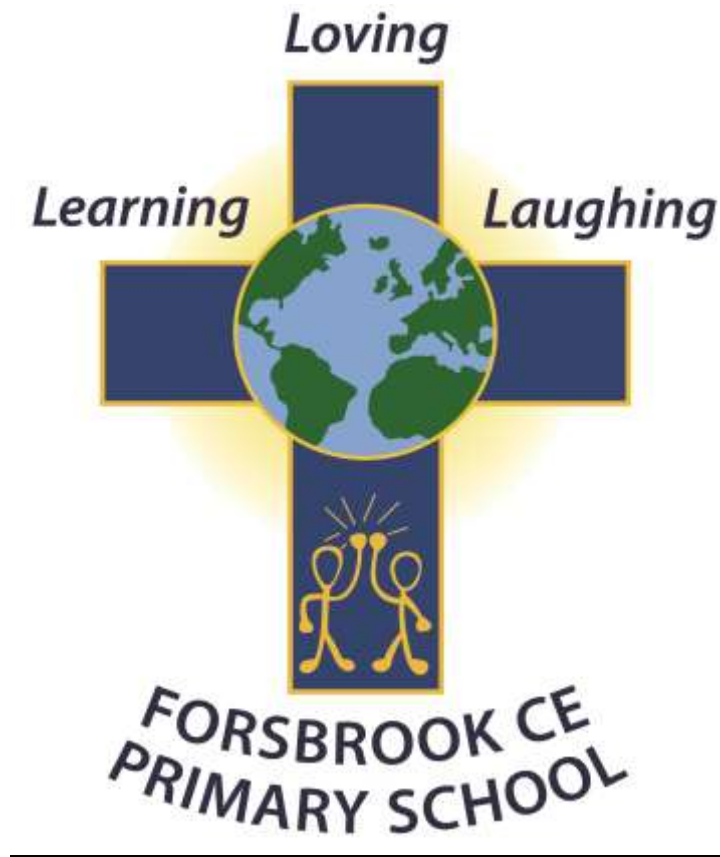


FORSBROOK C.E. (C) PRIMARY SCHOOL

Policy: Behaviour



<u>Adopted:</u>	Autumn 2020
<u>Co-ordinator:</u>	Mrs K. Cooke
<u>Chair of Standards Committee:</u>	Mrs C Bratt
<u>Next Review Date:</u>	Autumn 2021

FORSBROOK C.E. (C) PRIMARY SCHOOL

BEHAVIOUR POLICY

1. RELATED SCHOOL AIMS

- 1.1 To provide a stable, sympathetic, safe and caring school community.
- 1.2 To ensure that the disciplinary and other school issues are dealt with according to a clear, fair consistent and graduated process that involves staff, parents, and outside agencies.

2. AIMS OF THE BEHAVIOUR POLICY

- 2.1 To provide a school environment where children feel safe and secure.
- 2.2 To promote a school environment that encourages a positive ethos.
- 2.3 To develop a whole school code of accepted behaviour and courtesy.
- 2.4 To encourage a good climate of co-operation between children and children. Also between children and adults.
- 2.5 To promote an awareness in children to consider the needs and feelings of other children and adults.
- 2.6 To focus on rewarding good behaviour, excellent and improved work.
- 2.7 To encourage children to adopt a good sense of socially acceptable personal behaviour.
- 2.8 To promote an individual's self-confidence in a good learning environment.
- 2.9 To raise the level of an individual's self-esteem.
- 2.10 To promote an atmosphere that respects the environment of the school with regard to vandalism and the proper use of school resources.
- 2.11 To promote a sense of a "School Community".

3.0 REWARDS

- 3.1 **Praise** - through positive verbal comments.
- 3.2 **House Teams** - We operate a team system named after the rivers Blythe, Dane, Manifold and Trent.

A Christian School Where Quality and Opportunities Make a Difference
Teachers and non-teaching staff, Classroom Assistants, Administration Staff, Lunchtime Supervisors, can give **house points** to children for good work, good behaviour, helpfulness etc. Points are recorded and displayed in all classrooms and are collected on Friday lunchtime by designated team point monitors. These are announced on a weekly basis during assembly.

- 3.3 Merit Certificates** - merit certificates can be awarded to children who have been successful and made progress or have been helpful in any way during the week in question. This includes success in all spheres not just in the classroom e.g. behaviour, courtesy etc. These are awarded to children during our celebration assembly.
- 3.4 Small certificates and trophies** - All pupils are encouraged to bring in any trophies and certificates they may have won outside of school thus, creating a very positive link between home and school.
- 3.5 Stickers** - Class teachers and classroom support staff can give an individually designed sticker that rewards good work or behaviour. These can be put into exercise books or work folders.
- 3.6 Headteacher** - Examples of good work or improved behaviour should be communicated by the child to the headteacher, teacher, or other children during the school week in order to raise levels of self-esteem and motivation.

Systems of rewards will be reviewed on a regular basis with a regard to the attitudes and suggestions of pupils in the school.

However positive we may be, there will be a need to apply sanctions when children break school rules. **In the first instance the discipline of each child is the prime responsibility of the class teacher.** It is in the teacher's own long-term interest to set high standards of discipline in their own class.

4.0 **BEHAVIOUR FOR LEARNING – EXPECTATIONS and SANCTIONS**

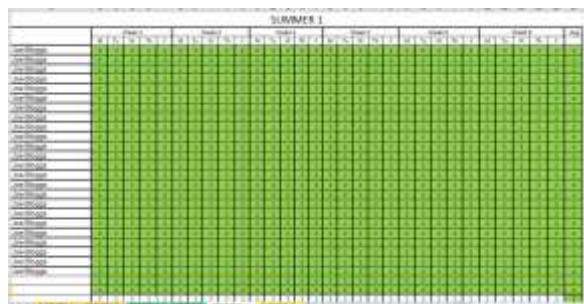
- 4.1** The whole school behaviour policy utilises the 'Good to be Green' system, based upon the following criteria:

Grade 1 Excellent Behaviour for Learning	<p>A child with excellent behaviour for learning will:</p> <ul style="list-style-type: none"> • Have excellent focus in lessons, setting an example to other pupils • Be determined to achieve to the best of their ability • Enjoy a challenge and show resilience in their learning • Be prepared to respond to feedback to improve their own work • Demonstrate an ability to work independently, seeking their own solutions to problems • Ask questions to develop their own thinking and learning
Grade 2 Good Behaviour for Learning	<p>A child with good behaviour for learning will:</p> <ul style="list-style-type: none"> • Start learning readily, always being ready to learn • Seek and accept help when needed • Respond well to mistakes • Follow all instructions • Complete all work set to a good standard
Grade 3 Inconsistent Behaviour for Learning	<p>A child with inconsistent behaviour for learning will:</p> <ul style="list-style-type: none"> • Need reminders to focus on learning in lessons and may distract others • Avoid challenging tasks and give up easily • Usually be polite and respectful, but may need occasional reminders • Need reminders to be ready to learn
Grade 4 Poor Behaviour for Learning	<p>A child with poor behaviour for learning will:</p> <ul style="list-style-type: none"> • Behave in a way which will negatively affect their learning and that of other students • Disrupt the learning environment • Behave inappropriately, using physical force or inappropriate behaviour • Require supervision to complete work in lessons • Have work which is incomplete or inadequate

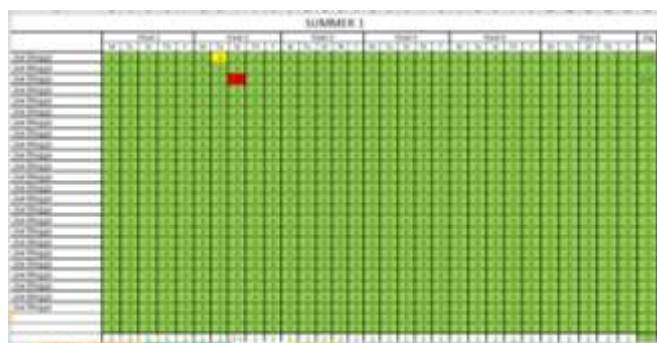
- The aim is for all children to stay green. However, low-level disruption will culminate in a yellow card being issued. In this instance the child will miss the next playtime and stay in the classroom. Early Years children will sit on the 'thinking chair' and Year 1 to Year 6 children will write lines (appropriate to the situation).
 - If a child receives 2 yellow cards in one day, this results in a red card. A straight red card can be given for extreme cases of misbehaviour eg. violence.
 - If a child is given a yellow or red card the incident will be recorded by the classroom teacher in a behaviour log (See **MONITORING BEHAVIOUR**).
 - If a red card is given then the child will miss the next 2 playtimes and stay in the classroom. Early Years children will sit on the 'thinking chair' and Year 1 to Year 6 children will write lines (appropriate to the situation). In addition the child may also be sent for reflection time to another classroom (Early Years to Year 2, Year 1 to Year 4, Year 2 to Year 5, Year 3 to Year 6, Year 4 to Year 1, Year 5 to Year 2 and Year 6 to Year 3).
 - All red cards will be reported to parents on the same day in the child's home school diary. The written comment should invite the parent to discuss the incident further if they wish to do so.
 - Children with yellow or red cards will stay behind after celebration assembly to discuss their behaviour with the Headteacher.
- 4.2 Unfinished Work** - To be completed at break-time or can be sent home and, if necessary, with a message to parents to explain the reasons for this.
- 4.3 Loss of Privileges** – Other behavioural sanctions may include: removal from extra-curricular activities, losing a responsibility role i.e. prefect, house captain or monitor. In exceptional circumstances it could include exclusion from school journeys, visits or special events in school or alternative arrangements would be made.
- 4.4 Breakage/Loss of School Property** - If a child is responsible for the breakage or loss of school resources parents will be informed and may be asked to cover or contribute to the cost of replacement.
- 4.5 Exclusion at Lunchtime** - For persistent poor behaviour during the lunchtime the pupil will be excluded and, in consultation with parents, will be collected and returned to school over the lunchtime period by a responsible adult. This sanction may be used initially as a short-term measure but may become permanent if necessary.
- 4.6 Further Sanctions** - Should all these strategies fail to moderate behaviour it may be considered necessary to exclude a child in consultation with the Governors for a set period of time. In the final analysis it may prove necessary to permanently exclude (See *Section 7.0 and 8.0 for further guidance about exclusion*).

5.0 **MONITORING BEHAVIOUR**

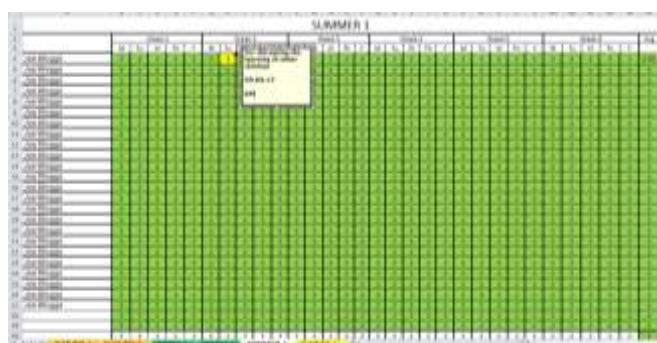
Behaviour will be monitored using an electronic numerical system, which works alongside the visual 'good to be green' system.



At the beginning of each school day, each child will start as a 'Light green number 2'. If a child receives a yellow or a red card, because their behaviour for learning falls below the expectations within the behaviour for learning criteria, the teacher/teaching assistant changes the child's number to a 3 (for a yellow card) or a 4 (for a red card).



A comment must then be added to the box, which should include the reason the card has been given and the member of staff's initials.



On the other hand, if a child's behaviour for learning surpasses the expectations within the behaviour for learning criteria, their number can be changed to a 1 (see grade 1 criteria).

Over a half term, the behaviour monitoring system will be populated and children's behaviour averages will change to reflect the standard of their behaviour for learning.

If a child's behaviour average becomes 'yellow', the class teacher will arrange a meeting with parents to discuss their concerns.

If there is still no improvement in the child's behaviour for learning and they still continue to receive yellow/red cards, their behaviour averages will eventually change to 'red'. This will result in a behaviour plan.

Behaviour Plans

- If a child is put onto a behaviour plan, the class teacher must meet with parents to agree on a formal individual behaviour plan and suitable chart logging behaviour in school and at home. The class teacher and parents must also agree rewards and sanctions to be carried out at school and at home.
- Behaviour charts must be reviewed by the class teacher and parents half-termly.
- If following this process there is no improvement in the child's behaviour then the class teacher and SENDCO may seek support from outside agencies.

Lunchtime Supervisor Monitoring

- Lunchtime supervisors will be responsible for monitoring behaviour at lunchtime. Lunchtime supervisors may use a "time out" procedure if they feel that a child is behaving in a manner that might be detrimental to other children on the playground. Any incidents of misbehaviour should be reported to the child's class teacher at the end of lunchtime and the class teacher will deal with the incident appropriately.

5.1 Special Educational Needs

All staff should be aware of children whose special needs require a particular approach, the many complex and different needs of individuals including Dyslexia, Dyspraxia, ADHD and ASD e.g. Autism, impaired vision/hearing, attachment issues. When managing the behaviour of individuals with a special educational need reasonable adjustments will be made, taking into consideration their additional need.

6.0 THE ROLE OF THE CLASS TEACHER

The class teacher discusses the school values and the behaviour for learning criteria, with each class at the beginning of the term and as necessary throughout the year. This way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of misbehaviour, the class teacher discusses these with the whole class during 'SRE' or circle time sessions.

- 6.1** The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 6.2** The class teacher treats each child fairly and enforces the classroom and whole school behaviour policies consistently. The teacher treats all children in their class with respect and understanding.
- 6.3** If a child misbehaves repeatedly, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- 6.4** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with behaviour support services.
- 6.5** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

7 THE ROLE OF THE HEADTEACHER

- 7.1** It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 7.2** The headteacher supports the staff by implementing the policy and by setting the standards of behaviour.
- 7.3** The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

8.0 THE ROLE OF PARENTS

- 8.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 8.2** We explain the school values on the school website as well as reinforcing them regularly at parents meetings, and we expect parents to read these and support them.
- 8.3** We expect parents to support their child's learning, and to co-operate with school policy. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

8.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and finally if they are still not satisfied they can contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

9.0 THE ROLE OF GOVERNORS

9.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

9.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must consider this when making decisions about matters of behaviour.

11.0 INCIDENTS

11.1 Inform headteacher of any serious incident occurring in the school day, which could result in a visit from parents.

11.2 Should persistent misbehaviour mean a teacher needs to remove a child from class then send the pupil to the headteacher to work in isolation. The child should be accompanied by another responsible child or adult to ensure safe arrival.

12.0 EXCLUSION

The decision to exclude is made by the Headteacher and will only be taken in the following circumstances:

- If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term.
- A child will also receive fixed term exclusion if the incident in the opinion of the Head teacher is serious enough for the child to be immediately excluded without prior strategies being employed.
- Examples of this include physical violence to a member of staff or pupil or extensive vandalism to school property.
- If by allowing the child to remain in school would seriously harm the education or welfare of the pupil or other in school.

The LA's procedures are adopted as a part of this policy and will be followed.

13.0 FIXED-TERM AND PERMANENT EXCLUSIONS

Governors follow statutory guidance on exclusion, which came into effect in January 2003 and replaces chapter 6 and annex D of DFES Circular 10/99. All of the above guidance is available to view on the DFCS website. Exclusion will often be the end of the disciplinary process, preceded by sanctions and efforts to modify behaviour. At Forsbrook the process for dealing with unacceptable and inappropriate behaviour is clearly detailed within the Behaviour and Discipline Policy. Parents are involved in this process and, when appropriate, external agencies deemed. At all times it is important that the pupil is aware of the offending behaviour and any support measures to modify this.

13.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Unless there is immediate threat to the safety of others in the school or the pupil concerned, exclusion will not be imposed in the heat of the moment. The Headteacher will:-

1. Ensure an appropriate investigation is carried out
2. Consider all the evidence available to support allegations taking into account the schools behaviour policy, the DDA and the Equality and Diversity Policy
3. Allow the pupil to give their version of events
4. Consult others if necessary, but not anyone who may later have a role in reviewing the Headteachers decision.

If satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, the Headteacher may exclude.

- If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

13.2 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

13.3 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

14.0 Agreed principles from Elton report see Appendix A.

15.0 Use of force to restrain pupils (Section 550A of Education Act 1996 (1.9.98))
See Appendix B

16.0 BEHAVIOUR OUTSIDE OF SCHOOL

The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School:

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or
- could adversely affect the reputation of the school

17.0 BULLYING – SEE ANTI BULLYING POLICY

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

18.0 ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF THE SCHOOL (INCLUDING VOLUNTEERS)

We will always follow the Staffordshire Safeguarding Children Board procedures that can be accessed at www.staffsscb.org.uk/professionals/procedures/ section 7 “Managing Allegations of Abuse made against a person who works with children”. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher in a locked filing cabinet.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Action

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'

- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The person against whom the allegation has been made will not be approached at this stage unless it is necessary to address the immediate safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headteacher will consult with the Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.
- Every effort will be made to maintain confidentiality and to guard against unwanted publicity while an investigation is being investigated.
- Disciplinary action will be taken against a pupil who has been found to have made a malicious accusation. Advice will be sought from the Local Authority Designated Officer and the action taken will reflect the circumstances and nature of the accusation. This may involve a fixed term or permanent exclusion.

EQUALITIES STATEMENT

Through appropriate treatment of all, Forsbrook CE Primary School aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the School's core values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.

APPENDIX A - TO BEHAVIOUR POLICY

Agreed principles from the Elton Report into school discipline showing features of good classroom practice that encourages good discipline.

1. Well organised and delivered lessons help secure good standards of behaviour.
2. Know pupils as individuals, this means knowing their names, their personalities, interests, and who their friends are.
3. Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunity for disruption. This requires attention to such basics as furniture layout, grouping of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
4. Be flexible in order to take advantage of unexpected events rather than being "thrown" by them, i.e. wasp in classroom, window cleaner or other workmen in the area of the classroom.
5. Continually observe or "scan" the behaviour of the class.
6. Be aware of and control personal behaviour, including stance and tone of voice.
7. Model the standards of courtesy that one would expect from pupils.
8. Emphasise the positive, including praise for good behaviour as well as good work.
9. Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
10. Make sparing and consistent use of reprimands. Be firm rather than aggressive, targeting the right pupil. **Criticise the behaviour and not the person.** Use private rather than public reprimands whenever possible being fair and consistent, avoiding sarcasm and idle threats.
11. Make sparing and consistent use of punishments. This includes avoiding whole group punishment which pupils see as unfair. Avoid punishments that humiliate, this breeds resentment.
12. Analyse personal classroom management performance and learn from it.
13. Have a copy of the Class/School Behaviour Code displayed in a prominent position. Explain this and re-inforce it as appropriate.

APPENDIX B

SCHOOL POLICY RELATING TO:

THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

Section 550A of the Education Act 1996 (1.9.98)

This section allows teachers and other persons authorised by the Headteacher to have control or charge of pupils, to use such force as is reasonable in the following circumstances to prevent a pupil from doing or continuing to do any of the following :

- (i) Committing a criminal offence.
- (ii) Injuring themselves or others.
- (iii) Causing damage to property (including the pupil's own property).
- (iv) Engaging in any behaviour prejudicial to maintaining good order and discipline at the school, or among any of its pupils, whether that behaviour occurs in a classroom, during a teaching session or elsewhere.

These provisions apply when a teacher or other authorised person is on the school premises and when she has lawful control or charge of the pupil concerned elsewhere, e.g. on an authorised out of school activity.

Authorised Staff

At Forsbrook CE Primary School all staff who have control or charge of pupils have been authorised to use reasonable force to control or restrain pupils. These include classroom assistants, midday supervisors and specialist support assistants.

Types of Incidents

These fall into three broad categories :

- (i) Where action is necessary in self-defence or because there is an imminent risk of injury.
- (ii) Where there is a developing risk of injury or significant damage to property.
- (iii) Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories:

- a) A pupil attacks a member of staff, or another pupil.
- b) Pupils are fighting.
- c) A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- d) A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- e) A pupil is running in a corridor or on a stairway in a way, in which he or she might have or cause an accident likely to injure him or herself or others.

- f) A pupil absconds from a class or tries to leave the school putting themselves at risk if not kept in the school environment.

Examples of situations that fall into the third category:

- a) A pupil persistently refuses to obey an order to leave a classroom.
b) A pupil is behaving in a way that is seriously disrupting a lesson.

This is not an exhaustive list of incidents and other situations could arise that require the use of physical restraint but do not fall precisely into the examples shown above. Authorised staff would need to use their professional judgement when using physical restraint in a specific situation.

Reasonable Force

There is no legal definition of reasonable force so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on the circumstances of the case. There are two relevant considerations.

1. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the circumstances do not warrant the use of physical force. Physical force should not be used for trivial misdemeanours or in situations that can be resolved without force.
2. The degree of force employed must be in proportion to the circumstances it is intended to prevent. Only the minimum force should be used to achieve the desired result.

Recording Incidents

It is important that there is a detailed written report of any occasion where force is used (except minor trivial incidents). Immediately following any such incident staff should inform the Headteacher or senior member of staff and provide a written report as soon as possible afterwards and should include the following information.

- Name of pupils involved, where incident took place.
- Names of staff, pupil witnesses.
- The reason force was necessary.
- How the incident began and progressed.
- The pupils response and outcome of situation.
- Details of any injury sustained by pupil, other pupil or member of staff, or damage to property.

Complaints from Parents

Incidents involving the use of force can cause the parents of the pupil involved great concern. The school will inform parents of an incident involving physical restraint and give them the opportunity to discuss it. The Headteacher will consider the timing of this communication depending on the severity of each case and whether this will be done orally or in writing.



APPENDIX C

COVID-19 BEHAVIOUR INFORMATION

At Forsbrook Primary School we expect and insist on the highest standards of behaviour throughout our school. In light of the recent COVID pandemic, this appendix details the code of conduct we are expecting from our pupils on their return to the school setting. All children are expected to make a full contribution to the school and support the positive endeavours of all its members.

Code of Conduct & School Rules – COVID 19

- Children will regularly wash their hands / sanitise on entering the school premises, when visiting the toilet and at regular intervals throughout the day.
- Children will try not to touch their faces to avoid the spread of germs.
- Children will be encouraged to cough into their elbows and use a tissue if sneezing, which will be disposed of in a yellow bag available in every classroom.
- Children will not spit, pick their noses or blow raspberries whilst on school site to avoid the spread of airborne contamination
- To minimise risk, children will be unable to have physical contact with one another until it is deemed safe to do so.
- Children will use their own water bottles, not sharing with anyone else and will consume only their own food or that prepared on school site.
- Children will use their own equipment and stationery to avoid the spread of germs in class. Where school equipment is provided, children will be required to wash their hands before and after use.
- Personal belongings, unless necessary for their lessons, will be kept at home and not brought into the school environment.
- Bags and coats will be kept at children's lockers and personal equipment kept on children's desks
- Children will stay in their 'bubbles' at all times, not mixing with other classes or groups of children. They will be required to use the designated places in school, as shown on the rota system and will remain under adult supervision.
- Children will follow instructions when moving around the school and within the classroom, maintaining social distancing measures.
- Children must let an adult know immediately if they are feeling unwell or they are worried about anything.
- In KS2, children will use their own technology safely when accessing online lessons with agreed expectations as set out in the disclaimer signed by parents and pupils.