



# PARKGATE

## PRIMARY SCHOOL

Version	Date	Revision Author	Summary of Changes
2	10 <sup>th</sup> February 2020	V Ferguson	Amended document to reflect new school staffing structure.
3	28.08.2020	V Ferguson	Addendum for COVID 19 arrangements.

## Positive Behaviour Policy

### Rationale

Parkgate Primary School supports the United Nations Convention on the Rights of a Child.

The UNCRC articles below form an integral part of the implementation of our Positive Behaviour Policy and Pastoral Care procedures and complement other policies such as Child Protection and Safeguarding and Anti-Bullying.

#### Article 2 (without discrimination)

Every child must be treated equally no matter the gender, nationality or religion and treated fairly no matter what their ability or need.

#### Article 3 (best interests of the child)

The best interests of the child must be at the heart of everything we do.

#### Article 28 (right to education)

Every child has the right to an education. Discipline in schools must respect children's dignity.

#### Article 29 (goals of education)

Every child has the right to develop their personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents/carers, their own/others cultures and the environment.

All young people have a right to be valued and respected, to be educated in a secure and caring environment and to have their abilities and talents nurtured and developed to their full potential and we believe that maintaining high standards of behaviour is essential to creating an environment in which this can happen.

We are very proud of our pupils and of the behaviour that exists within our school, and we commend the parents, the staff and indeed the pupils themselves, for working hard to create a welcoming and caring environment in which tolerance and respect are valued.

It is important that we revisit policy and procedures to ensure that our approach to discipline and behaviour is consistently serving the needs of our pupils.

It must be remembered that the process and procedures set out within this policy may be accelerated at any time if the situation or behaviour presents a danger to pupils or staff.

### Mission Statement

At Parkgate Primary School we believe every member of the school community has the right to be respected and to feel valued within a safe and secure environment.

Our policy is designed to:

- Promote positive behaviour
- Create and maintain a 'can do' culture – one of achievement, improvement and ambition where every pupil can experience success
- Foster meaningful self-discipline

- Promote positive relationships and effective teaching
- Improve the learning experience for all

This policy is in line with recommendations contained within, 'Pastoral Care in Schools: Promoting Positive Behaviour' DENI, 2001 and complements the school's Pastoral Care and Anti-Bullying policies. Implementing this Positive Behaviour Policy effectively is not only a statutory obligation but is the cornerstone of meaningful pastoral care and success throughout the school.

### Aims of the Policy

Parkgate Primary School seeks to create a climate which will:

- Be conducive to effective learning and teaching
- Enhance the pupils' self-esteem and foster self-respect and respect for others
- Encourage the pupils to develop independence by accepting the need for self-discipline and self-control and by taking responsibility for their own behaviour
- Develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict
- Have the endorsement and active support of parents

### Pupils' Rights and Responsibilities

Pupils have a right to:

- Be valued as members of the school community
- Receive necessary guidance with their work and play
- Have a sympathetic audience for their ideas and concerns
- Have bullying or other personal worries addressed in a fair manner
- Be treated fairly, consistently and with respect
- Be taught in a caring, well-managed and safe environment
- Work and play within clearly defined and fairly administered codes of conduct
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and addressed
- Have the opportunity to develop and extend their interests, talents and abilities within the time and resources available.

Pupils have a responsibility to:

- Come to school suitably equipped for the school day, in line with what can reasonably be expected for their age
- Ensure that any homework is completed to the best of their ability and returned on time
- Respect the views, rights and property of others, and behave safely in and out of class
- Co-operate with their peers and members of staff
- Participate fully and try their best in class
- Conform to the conventions of good behaviour and abide by school rules and class rules
- Seek help if they do not understand or are in difficulties
- Accept ownership for their behaviour and learning, and to develop the skill of working independently

### Parents'/Carers' Rights and Responsibilities

Parents/carers have a right to:

- A safe, well-managed and stimulating environment for their child's/children's education
- Reasonable access to the school, and to have their enquiries and concerns addressed sympathetically and efficiently
- Be informed, if necessary, when their child/ children are ill or have an accident or, if the school has concerns about their child/children
- Be well informed about their child's/ children's progress
- Be well informed about school rules and procedures
- A broad, balanced and appropriate curriculum for their child/ children
- Be informed about key decisions relating to their child's/ children's education
- A suitably resourced school with adequate and well-maintained accommodation.

Parents/carers have a responsibility to:

- Ensure that their child/children attend school regularly and arrive in good time, with their homework completed checked and signed when appropriate and suitably equipped for the school day
- Ensure their child comes to school and inform the school of a reason for absence in a timely fashion (ref the school's attendance policy)
- Be aware of school and classroom rules and procedures and encourage their child/children to abide by them
- Show interest in all aspects of their child's/children's progress and wider school life and, where possible, provide suitable facilities for studying at home
- Act as positive role models for their child/children in their relationship with the school and staff, approaching all staff calmly, respectfully and politely
- Park in a careful and safe fashion, showing respect for others and an awareness of safety for pupils
- Attend planned parent teacher meetings
- Provide the school with appropriate information about their child/children which may impact upon their child's/children's education.

### Staff Rights and Responsibilities

Staff have a right to:

- Work in an environment free from threat and harassment where common courtesies and social conventions are respected
- Express their views and contribute to policies which affect their work
- Support and advice from colleagues and external bodies in promoting positive behaviour strategies
- Adequate and appropriate accommodation and resources

Staff have a responsibility to:

- Behave in a professional manner at all times
- Follow the school's policies and procedures
- Ensure that lessons are well prepared, making use of available resources
- Ensure that any homework administered is appropriately set and marked
- Value the contributions of pupils, respect their views and, listen to them at appropriate times
- Be approachable and alert to pupils experiencing difficulty;

- Identify and seek to meet pupils' Special Educational Needs through the SENDo Code of Practice
- Share with parents any concerns they have about their child's progress or development
- Encourage high standards and acknowledge effort and achievement
- Pursue opportunities for personal and professional development

### The Role of the School's Governors

In 1998 the Education (NI) Order, Article:3 "places a new duty on Boards of Governors to ensure that policies and procedures designed to promote good behaviour and discipline are pursued in the school."

This was progressed further in 2003 when the Welfare and Protection of Pupils Education and Libraries (NI) Order Article 17 made Governors' "Duty of Care" explicit requiring them to take an active interest in all aspects of the school's activities that promote pupil welfare and ensure that measures to prevent bullying behaviours are in place (ref. the school 's Anti-Bullying Policy)

Governors must:

- Ensure consultation with pupils, staff and parents and give consideration to these responses
- Make and keep under review, a written statement of 'general principles' regarding pupil behaviour and discipline (Appendix 2)

### Desirable Behaviour

Desirable behaviour in pupils:

- Demonstrating a positive attitude and having the confidence to engage successfully in activities
- Showing respect for the views, ideas and property of others
- Recognising that all have a right to share equally in and contribute to activities
- Co-operating with their peers and staff on shared activities
- Applying themselves to the task, and working to the best of their ability
- Adhering to the accepted conventions of courtesy, honesty and good manners
- Responding positively to opportunities to act independently of the teacher and to show initiative and resilience
- Taking responsibility for their actions and showing maturity appropriate to their age.

### Undesirable Behaviour

Undesirable behaviour in pupils:



- Being unkind to their peers, including engaging in any form of bullying including cyberbullying\*
- Calling out in class, interrupting others and being inattentive when others are contributing to the lesson or planned activity
- Displaying a lack of interest in learning and preventing others from learning
- Being unwilling to abide by the accepted conventions of courtesy, respect and good manners;
- Damaging or destroying other pupils' belongings or school property
- Directing abusive language at other pupils or staff
- Disruptive, aggressive or overly boisterous behaviour in school
- Acting aggressively or with violence towards other pupils or staff
- Telling lies and acting in an immature way inappropriate to their age
- Persistent unnecessary and disruptive attention seeking behaviour
- Consciously disregarding instructions from staff

\* Cyberbullying refers to bullying which is carried out, either in school or off school premises, using the internet, social media, mobile phones or other technological devices. Cyberbullying can take the form of sending nasty, embarrassing or threatening messages, emails, photos or video clips; putting up nasty posts or pictures on a message board or website.





The table below sets out our agreed Parkgate Primary School's Class Plan for Learning

<p>2a We agree that everyone in Parkgate P.S. has a right to be:</p>	<p>2b We agree that everyone has a responsibility to behave in a way which consistently enables everyone to:</p>	<p>3</p> <p><i>Our agreed behaviours for learning:</i></p>	<p>4 To enable everyone to learn &amp; achieve in our classroom we agree to keep these learning rules at all times throughout the day</p>	<p>5</p>
<ul style="list-style-type: none"> <li>• Heard</li> <li>• Respected</li> <li>• Treated the same (fairly)</li> <li>• Safe both physically and emotionally</li> <li>• Taught and learn</li> <li>• Successful &amp; have success celebrated</li> </ul>	<ul style="list-style-type: none"> <li>• Have their voice heard</li> <li>• Feel respected</li> <li>• Be treated the same (fairly)</li> <li>• Stay both physically &amp; emotionally safe</li> <li>• Learn/teach without interruption</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Concentrate (focus)</i></li> <li>• <i>Reflect (think)</i></li> <li>• <i>Follow instructions</i></li> <li>• <i>Be independent learners</i></li> <li>• <i>Co-operate</i></li> <li>• <i>Participate</i></li> <li>• <i>Engage</i></li> <li>• <i>Meet targets</i></li> <li>• <i>Take pride in your work</i></li> <li>• <i>Come prepared for work</i></li> <li>• <i>Stay on task</i></li> </ul>	<ul style="list-style-type: none"> <li>• Come prepared to work</li> <li>• Follow Instructions</li> <li>• Stay on task</li> <li>• Take turns to speak</li> <li>• Be a S.T.A.R. worker</li> <li>• Stop</li> <li>• Think</li> <li>• Act</li> <li>• Review</li> </ul>  <ul style="list-style-type: none"> <li>• Listen</li> <li>• Ask when help is needed</li> <li>• Take care of the classroom &amp; each other</li> </ul>	<p>CHOICES AND CONSEQUENCES</p>  <p>REWARDS AND SANCTIONS</p>
<p>1 Our shared classroom values</p>	<p>Our classroom is a: <i>Listening (attentively) Respectful, Caring, Sharing, Helpful, Reflective, Safe, Secure, Achieving, Fair, Celebratory, Inclusive (belonging) and Learning Zone for everyone.</i></p>			

### School Learning Rules

*Each year rules are collaboratively compiled by staff and pupils and are used to support the promotion of positive behaviour as prompts in classrooms.*

*Examples which pupils have produced in the past are:*

Be fully equipped for the day ahead, in line with what can reasonably be expected for their age

Settle to activities quickly and remain on task

Work with an increasing level of independence as they progress through the school

Ask for help when it is needed

Consistently work to a standard that pertains to their individual abilities

Be attentive and respectful to all staff and other pupils

Co-operate with others on shared tasks in line with what can reasonably be expected for their age

Use time productively

Complete all aspects of homework (learning, reading and written) to a standard in line with their abilities

Take care of books, equipment and the school building

Show respect and consideration for others and individual differences

Remain with a member of staff unless given permission to leave (a pupil is not allowed to leave the classroom or school premises at any time without the school's knowledge).

### Rewards and Sanctions

In Parkgate Primary School we model, promote and teach positive behaviour and attitudes. The staff is fully committed to maintaining the exemplary standards of pupils' behaviour. By rewarding pupils, and through the use of praise, encouragement and affirmation, we endeavour to create and sustain a positive, welcoming ethos for all members of the school community. Where however that behaviour falls below what is expected, then sanctions and procedures will be employed. Staff will give due consideration to a pupil's external circumstance prior to implementing a sanction. The safety of all pupils and staff as well as the quality of education of all pupils will be of paramount importance regarding any breach of this policy and subsequent implementation of its sanctions.

The following rewards will be used to acknowledge the contribution and achievement of pupils in Foundation, Key Stage One and Key Stage Two. This list is not exhaustive as teachers are free to choose rewards that are appropriate for their own unique classes.

#### Foundation Stage Rewards

- Comments, positive remarks on work
- Verbal praise
- Merit stickers/stamps on classwork and homework
- Merit stickers on uniform
- Head Teacher sticker on classwork/ homework or uniform
- Positive notes home
- Verbal/ written acknowledgements/ merit stickers from classroom assistant or other teachers
- Praise from peers
- Super Star Certificates
- Copy of classwork sent home

#### Key Stage One Rewards

- Merit stickers/stamps
- Verbal praise
- Comments, positive remarks on classwork/ homework
- Verbal/ written acknowledgements/ merit stickers from other teachers/ Principal
- Bonus Friday Play
- Praise from peers
- Merit certificates

#### Key Stage Two Rewards

- Merit stickers/stamps
- Verbal praise
- Comments, positive remarks on classwork/ homework
- Verbal/ written acknowledgements/ merit stickers from other teachers/ Principal
- Praise from peers
- Sticker Collection Charts
- Night free from homework
- Week off Spellings and Tables homework

#### Whole School Rewards

- Acknowledgement in Assembly, Display Boards and Parent Notes of achievements, work, sport, music, etc.
- Friday Fun Song and dance session
- Extra playtime
- DVD afternoons

## Sanctions

As a school we hope that by reinforcing the positive behaviours and using positive rewards this will result in a happy, positive environment. However, when required, sanctions must be employed. Staff will use their professional judgement to decide which sanction is most appropriate to the situation.

### Foundation Stage Sanctions

- Non- Verbal Cues
- Visual cues
- Verbal rule reminder
- Verbal behaviour prompt
- Placing at an individual desk for a period of time
- Time Out
- Repeat work deemed to be sub-standard
- Sending child to another classroom
- Loss of privileges
- Kept in at Lunch time with Parental Acknowledgment Slip
- Request the presence of parent on educational day trips
- Application of The Five Levels (see section)

### Key Stage One and Two Sanctions

- Non- Verbal Cues
- Visual cues
- Verbal rule reminder
- Verbal behaviour prompt
- Placing at an individual desk for a period of time
- Time Out
- Repeat work deemed to be sub standard
- Sending child to another classroom
- Loss of privileges
- Kept in at Lunch time with Parental Acknowledgment Slip
- Send to Principal
- Request the presence of parent on educational day trips
- Exclude from outside school trips and sporting events etc.
- Application of The Five Levels (see section)

## The Five Levels

Application of the Five Levels will take into account what can reasonably be expected from pupils at a particular stage of their school life and development. It should be noted that the sequence of levels can be accelerated in accordance with the severity/persistence of the undesirable behaviour.

The Five Levels will be applied for the following persistent behaviours:

- Late/substandard homework
- Rough/dangerous or aggressive play
- Disruptive behaviour
- Lazy, inattentive behaviour;
- Acting in an immature way inappropriate to their age
- Telling lies
- Bullying/cyberbullying
- Use of offensive language
- Defacing property
- Insolence/defiance to staff /school visitors

The above list is not exhaustive and is at the discretion of the school.

## The Five Levels

### Level 1

At this early stage, a teacher will have initial concerns about a pupil's behaviour. The teacher may employ appropriate classroom/ playground management strategies and sanctions. The teacher may raise concerns informally in a proactive manner with a parent/s. Supervisory assistants will mediate and manage incidents of unacceptable low level behaviour in the playground as detailed in this policy.

### Level 2

This stage indicates that there have been repeated incidents of undesirable behaviours impacting upon effective learning and teaching or playtime. The teacher/supervisory assistant will liaise with appropriate members of staff. The teacher will speak with the parent/s to raise the issue. Another teacher may be present at this time to minute the meeting. In partnership with the parent/s via an agreed home/school approach the teacher will implement individually tailored rewards, sanctions and strategies to encourage improvement within an agreed timeframe.

### Level 3

Level 3 makes a clear statement that despite implementing Stage Two strategies the pupil's/s' behaviour remains undesirable or has deteriorated further and that there must be formal action to improve the current situation. Parents will be contacted and asked to attend a formal meeting with the teacher and the Principal. Support measures at this stage may include strategies such as a daily behaviour monitoring process.

#### Level 4

Level 4 makes a clear statement that despite implementing Stage Three strategies the pupil's behaviour remains undesirable or has deteriorated further and that there must be formal action to improve the current situation. Parents will be contacted and asked to attend a formal meeting with the teacher and the Principal. Support may be sought from appropriate external agencies. Sanctions may be escalated, for example shortened school days.

#### Level 5

Ultimately there may be suspension or expulsion. This final level is implemented when level 1-4 have proven to be ineffective. It can also apply to a pupil/s responsible for a one-off incident of a very serious nature. For example;

- Repeated fighting on school premises or during school trips
- Violence/assault
- Defacing property (considering severity)
- Deliberate vandalism

The above list is not exhaustive and is at the discretion of the school.

The attached Appendix 1 summarises the current procedures for suspensions and expulsions.

Review Timescale

In order to ensure that this policy is meeting the needs of our school community positively and effectively, its content and implementation will be reviewed annually and revised when necessary.

Legislative changes may require that revision is necessary before the scheduled time. If this is the case, it will be overseen by the Principal, in consultation with the relevant people.

Mrs V Ferguson

Principal

To be reviewed: September 2021

This policy has been ratified by the Board of Governors of Parkgate Primary School, signed by the Chair of the Board of Governors and the Principal and is now accepted as school policy.

\_\_\_\_\_ (Chair of the Board of Governors)

\_\_\_\_\_ (Date)

\_\_\_\_\_ (Principal)

\_\_\_\_\_ (Date)

## Appendix 1

### **Summary of Current Procedures for Suspensions and Expulsions**

#### *Schemes for Suspension and Expulsion:*

All schools are required to have a scheme in which the procedures to be followed when suspending or expelling pupils are set out. To comply with current legislative requirements, Parkgate Primary School follows the Education Authority's Scheme for Suspension and Expulsion which specifies the procedures to be followed in relation to the suspension or expulsion of pupils.

Summary of existing legislation:

#### Suspension

- a pupil can be suspended only by the Principal;
- an initial suspension must not exceed 5 days;
- a pupil can only be suspended for a maximum of 45 school days in a school year;
- the Principal cannot extend a period of suspension without the prior approval of the Chair of the Board of Governors; and
- the Principal must immediately give written notification of a suspension to the parent of the pupil, the Chair of the Board of Governors, the Education Authority in which the school is located and (in the case of a pupil at a Catholic maintained school) to CCMS.

The suspension process is internal to the school and it is the responsibility of the Principal and the Chair of the Board of Governors to ensure it operates in a fair manner. There is currently no independent appeals system against a suspension.

#### *Expulsions*

- a consultation has taken place between the Principal, the parent of the pupil, the Chair of the Board of Governors, an authorised officer from the relevant Education Authority and (in the case of a Catholic maintained school) an authorised officer from CCMS. The consultation must include consultations about the future provision of suitable education for the pupil concerned;
- the decision to expel the pupil is made by the appropriate 'expelling authority' which is the relevant Education Authority in the case of pupils attending controlled schools and the Board of Governors in all other cases; and where a final decision has been taken to expel a pupil the Principal must immediately notify the parent(s) of their right to appeal that decision to an independent appeal tribunal established by the Education Authority and the arrangements and timetable for doing so.

This policy repudiates bullying behaviour and works collaboratively to support and underpin our Pastoral Care and Anti-Bullying Policies.



## Appendix 2

### **Statement of General Principles**

In line with our caring ethos, all members of Parkgate Primary School's community – pupils, staff, parents, carers, governors and visitors where appropriate will:

- Model and promote positive behaviour through active development of social emotional and behaviour skills
- Have the opportunity to contribute to the development of these principles and will therefore have the responsibility to fully support and implement them
- Be considerate towards the learning needs of each individual while being supportive of the school as a learning community
- Be entitled to work, play, teach and learn within a safe, caring and secure environment
- Implement particular strategies to promote positive attitudes and reduce incidents of challenging behaviour by or towards vulnerable groups
- Respect each other
- Consistently promote, and acknowledge positive behaviour. Sanctions will be applied consistently by staff for unacceptable behaviour including bullying and violence
- Seek to identify and support each other during difficult and vulnerable times e.g. illness, bereavement, separation
- Be listening, reflective and responsive
- Act as positive ambassadors for the school e.g. on school trips, sports events and journeys to and from school etc.

## **ADDENDUM TO POSITIVE BEHAVIOUR POLICY COVID 19**

### **1. Context**

From 20<sup>th</sup> March 2020, parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Parkgate Primary School Positive Behaviour policy contains details of our individual arrangements in the following areas:

- ***Context.....18***
- ***Staff conduct and wellbeing .....19***
- ***Pupil conduct and wellbeing .....19***
- ***Parent conduct and wellbeing .....20***
- ***Online safe behaviour in schools .....20***
- ***Online safe behaviour at home.....20***
- ***Changes to school rules and routines .....21***

## Context

At Parkgate Primary School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in the current positive Behaviour Policy remain pertinent; it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

### Staff Conduct and Wellbeing

The school's usual staff code of conduct is still relevant in the new school scenario. Staff are working in a new way, following new guidelines and their mental wellbeing is paramount. Staff have been consulted over the school's risk assessment and allowed to voice concerns over returning. The school's opening plan has taken into consideration staff viewpoints and union guidance.

Staff are limited to their classroom during teaching hours and at break time therefore, in order to ensure they are supported by each other and are able to take their break, lunchtimes have been arranged such that there are either 2 or 3 staff dining together. Staff have been directed to mental health resources that can support them if needed and the school's Principal (Mrs V Ferguson) is available should staff require individual support.

Staff must adhere to the 2 metre social distancing rules in place and remind children of these where needed, for their and the children's safety. It does state in Government guidance that children might not be able to maintain 2 metre distancing.

Staff must take care to make sure that children follow this with regards to themselves, with gentle reminders. There may be times when children go to staff upset and need to be comforted in an age appropriate way. Communal areas such as the staffroom must be used by a limited number of staff at once. (Four persons in the staffroom)

Staff must continue to adhere to the Government guidelines about social distancing outside of school, in order to protect themselves and other members of the school community.

### Pupil Conduct and Wellbeing

The school's usual behaviour rules for pupils are still relevant in the new school scenario, however, there are additional rules and routines pupils must now be aware of and follow (see page 21). Any pupil unable to follow the school's current and amended rules will be unable to attend the school setting.

Pupil wellbeing is paramount during their time in school. Children will be anxious over having missed school and their friends, ongoing news about the virus, bereavements and more. All children will be in class bubbles and have access to a trusted adult to safeguard them during their time in school. Part of the children's curriculum will be PD&MU to discuss their worries and concerns.

### **Parent Conduct and Wellbeing**

Parents have been updated and consulted throughout the period of school closure. Teachers regularly provided work via email and the school website to support parents in home schooling. Parental feedback has also led to changes in the home learning as an ongoing process. Parents have received regular letters from the Principal informing them of the latest Government advice/guidance and school's planning.

Parents of pupils who have returned/are returning to school have received clear guidance on the expectation upon them. Parents will be given a specific drop off and collection time and be advised about social distancing. Parents are aware that they are NOT allowed into school at this time.

Parents are able to communicate with staff via the school office, via the info@ school email account and in the forthcoming weeks through Seesaw

### **Online Safe Behaviour in School**

The school's current Acceptable Use policy and E safety policy is still in place. Children are supervised using laptops/digital devices and only set work using teacher approved sites.

### **Online Safe Behaviour at Home**

Resources about keeping children safe online have been shared with parents. The school staff will set work through the online platform Seesaw. Staff are not interacting with children in any 'live' lessons. If interacting with other children or staff online, children (and staff) should always be kind and respectful to each other and pupils should be respectful and obedient to staff; remembering at all times that staff are not 'friends' with, or peers to, pupils. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously. This is also the case for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

## Changes to School Rules and Routines

### Arrivals, Departures and Moving round the school

Children will enter school through their designated entrance. Children will enter individually and will go straight to their designated class, keeping a 2m distance from any other individual.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. When the children leave their classroom to go outside for breaks or outdoor learning, they will ensure to keep 2m from peers and adults. Children will follow an adult from their classroom on their designated route.

### Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel as entering school, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm (like Batman). Children will be reminded not to touch their face, mouth, nose or eyes while at school.

### Social Distancing

Children who are old enough, will be expected to socially distance from their peers and adults in school. When children enter their classroom, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats without asking.

We understand socially distancing may be more difficult for younger children; they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

### **Toilets**

Each group will have their own toilets to use. Children will only use the toilets one at a time and be supervised by an adult through the corridors. When a child has finished in the toilet, they must wash their hands.

### **Break and Lunch times**

Break will be eaten in classrooms or outside if weather is permitting. Children will eat at their table or in their designated outside space. Children will have a designated place to play during break times. They will have their own equipment that will be cleaned after use.

Children will be expected to remain socially distant from both peers and adults during break times.

Lunch will be eaten in their classrooms for the two weeks that packed lunches are being provided or brought in from home. Children will eat at their table or in their own space.

When hot meals resume pupils will eat all lunches, hot or packed lunch, in the dining hall. Pupils will sit in their class bubbles. Two bubbles will be in the hall at one time with each using their own zoned area.

Should a child refuse to follow the precautions as set out above the school's Five Levels will be enacted to ensure future compliance.