



Park Junior School

Behaviour and Positive Attitudes Policy

Safeguarding Statement

At Park Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Park Junior School. We recognize our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This ethos is created by putting policy into practice by all adults using this and other relevant school policies.

Version Number	Purpose/Change	Author/ Reviewer	Date
0.1	Reformat and review	VW/RG	Jan 15
0.2	Review and updated	RG/MO	Jan 16
0.3	Reviewed and updated Ratified by Governors	SLT/GOV	Feb 2017
0.4	Reviewed and updated Ratified by Governors	SLT/GOV	Nov 18
0.5	Reviewed and updated Ratified by Governors	SLT/GOV	Oct 19
0.6	Reviewed and updated Ratified by Governors	SLT/GOV/Teachers/TP	Feb 20
0.7	COVID Annex Added	SLT/GOV	

Behaviour and Positive Attitudes Policy

1. INTRODUCTION

At Park Junior School we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

Staff, parents and children work together at our school to have a shared understanding of what is acceptable and unacceptable behaviour as outlined in our ‘home-school agreement’.

It is everyone’s responsibility to aim to prevent occurrences of unacceptable behaviour and to deal with any incidents quickly and effectively.

By promoting good behaviour and positive attitudes we can build individual and collective esteem and encourage good personal relationships.

We aim to:

- Create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.
- Praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.
- Ensure a safe, caring and happy school.
- Promote good citizenship, good self-esteem, self-discipline and emotional intelligence.
- Encourage children to choose good behaviour
- Encourage children to take responsibility for their own actions,
- Work alongside parents to promote positive behaviours
- To have clear systems in place to deal with any inappropriate behaviour including bullying.
- Eliminate bullying.

What Is bullying?

Bullying is the use of aggression or intimidation with the intention of hurting or upsetting another person. Bullying involves persistent targeting of a victim 3 or more times. Bullying results in distress to the victim. Bullying is the recurring and deliberate abuse of power. This includes Peer on Peer abuse.

Eg ostracising, name-calling, derogatory personal comments, teasing, threats and extortion, stealing, racist comments through to physical assault on persons and/or their property and/or their family.

At Park Junior School bullying, either verbal, physical, ‘cyber’ or indirect will not be tolerated.

Through praise and encouragement, we emphasise the following core values:

- Respect
- Kindness
- Perseverance
- Honesty
- Co-operation
- Responsibility

2. Park Junior School PRINCIPLES of Behaviour

- Every child has the right to learn and no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to and rewarding good behaviour and mutual respect.
- We have a whole school approach to discipline.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- We promote effective communication systems.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- We will give early support for developing problems.
- Strategies to support children who can demonstrate challenging behaviours may be recorded in a My Plan, Behaviour Support Plans and /or Risk Assessments or where there is a high level of concern, a Pastoral Support Plan.
- Bad language is considered to be unacceptable behaviour
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school, we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.

3. IMPLEMENTATION

All parents and pupils agree and sign the home school agreement.

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils, promoting self-esteem and confidence, leading to order and self-discipline.

It is important to recognise that there are many factors that can influence a child's behaviour. It is, therefore, crucial that the school works in partnership with parents so that the best support can be put in place for all children but especially those with more complex needs.

The development of good relationships with parents will also assist in developing a culture of support and understanding. This is why the signing of the home school agreement by parents is so important.

When applying sanctions it is essential that the child knows that it is the behaviour which is unacceptable, not the child as a person.

4. REWARDS

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work and sanctions should be needed only for a minority of children.

These can be given to individual children, small groups, or classes as appropriate by:

- Class teachers
- Teaching Partners,
- Midday Supervisors
- Office staff
- Deputy Headteacher

- Headteacher

Rewards can include the following:

- Dojo Award System for behaviors' and attitudes to learning
- Team points for work
- Written and verbal praise
- Weekly celebration Assembly award stickers presented by Headteacher (attitude to learning, school values, maths, spelling/writing)
- Peer group praise e.g. a clap, name read out in class
- Trophies and Special Awards (Jayne May award for positive attitude, Bill Black award for contribution to school life, sports cup, team cup, short story shield)
- Placing value on achievements e.g. work shown to another class, name in Newsletter, part of Celebration Assembly
- Special responsibilities e.g. being a monitor, prefect
- Individual rewards for daily targets met.
- Child, group or class, singled out as a role model
- Termly Credit Card for consistent attitude to learning
- Attendance Award; Badges – bronze, silver, gold and platinum –are awarded to children in recognition of 100% attendance termly.

Team Points System

The House system operates consistently throughout the School as follows:

- Children are divided into 4 teams – red, yellow, green and blue - and are mixed so there are a mix of abilities and behaviours in each them.
- Weekly group team sheets will be displayed in classes
- Children will be awarded team points for academic achievement. Children may mark up their own individual points, under supervision. Year 6 monitors will total up the points on a weekly basis.
- At the end of each week the winning House will place their ribbon on the trophy.

5. SANCTIONS

There are times when a child will need to receive a sanction for their continued choice of poor behaviour. The consequences will relate to the behaviour demonstrated when considering the sanction to be issued:

- Verbal warning
- Dojo lost
- Time-out within class time – individuals to consider behaviour choices
- Time-out in designated class
- Time-out during play / lunch times with ELSA, dedicated TPs
- Placing on report
- Repeated or serious unsatisfactory behaviour, matter discussed with parents and/or referred to SLT / Headteacher.

For serious breaches of behaviour which may include: persistent refusal to work, or to follow instructions and/or disruptive behaviour in class stopping other children from learning, swearing, physical assault, verbal abuse, racial abuse, sexual abuse, deliberate damage to property, stealing, leaving the school premises without permission then the following actions may be taken:

- The child will be placed on report.
- The child will be withdrawn from the classroom for the rest of the day with work to do.(Internal exclusion)
- Parents will be informed by telephone, letter or in person wherever possible.
- A meeting with parents will take place and either a warning given or information about the next stage unless there is an improvement in the child's behaviour.
- If appropriate physical restraint which is proportionate, will be used to ensure the safety of all pupils in accordance of published guidance and the law.

- Pupils' persons and/or belongings to be searched to ensure the safety of all pupils in accordance of published guidance and the law.

The action taken will depend on the nature and severity of the incident. The consequences will relate to the behaviour demonstrated when considering the sanction to be issued:

If the breach is severe, or recurring, then Fixed Term or, if necessary, Permanent Exclusion procedures will be implemented in line with current statutory and/or LEA guidelines. (This means for a child with an EHCP an emergency review meeting will be called).

Incidents are recorded on the school's behaviour log and also noted on CPOMS. (Child Protection Management System) to record all matters relating to the individual attitude and behaviour of pupils in order that an up to date, holistic record of a child is maintained.

Bullying:

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

Prevention measures – by teaching awareness, implications, understanding and personal responsibility through restorative practice and the PSHE Curriculum

- Discussions with the victim.
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Headteacher.
- Discussions with the bully.
- Incident is logged on the Behaviour Log on the server and logged on CPOMS
- If they own up then agree a suitable sanction.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. (Children usually own up if presented with all the facts)
- Separate discussions with parents of bully and victim.
- Sanctions for the bully will be in line with the School Behaviour Policy and the ultimate sanction of Permanent Exclusion may be applied if bullying continues.
- Staff, including Midday Supervisors and Teaching Partners, continue to monitor the situation by observing at playtimes/lunchtimes and having discussions with the victim to ensure there is no repetition.

In order to identify incidents of bullying and the identities of bullies, at Park Junior School we have agreed the following strategies:

- All staff watch for early signs of distress, in pupils – this includes unexpected/inexplicable changes in behaviour and/or attitudes and attainment
- All staff listen, believe, act
- School Council representatives and friends are there as a child's contact point if they feel they cannot tell an adult
- Posters in school advertising these measures

6. ALLEGATIONS

Allegations of abuse will be taken seriously, and Park Junior School will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

All procedures will be implemented in line with current statutory and/or LEA guidelines.

7. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS' POWERS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil, if appropriate, for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

These incidents will be dealt with in-line with the school behaviour and positive attitudes policy.

8. CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9. USE OF POSITIVE HANDLING

The legal provisions on school discipline also provide members of staff with the power to use positive handling to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Positive handling **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to positively handle a pupil.

WHO CAN USE POSITIVE HANDLING?

- All members of school staff have a legal power to use positive handling.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

WHEN CAN POSITIVE HANDLING BE USED?

- Positive handling can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use positive handling to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Telling parents when force has been used on their child

If positive handling has been applied to a child then a record will be made and the parents/guardians will be informed.

Further Sanctions

In addition the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed term exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with LEA policy and Governors' directive. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.
- This sanction will be for severe breaches of school discipline. Exclusion, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour and Positive Attitudes Policy:

Verbal abuse to staff and others

Verbal abuse to pupils
Physical abuse to / attack on staff
Physical abuse to / attack on student
Indecent behaviour
Damage to property
Misuse of illegal drugs or other substances including supplying
Theft
Serious actual or threatened violence against another student or member of staff
Sexual assault or abuse
Carrying an offensive weapon
Arson
Racist, homophobic or discriminatory abuse of another pupil or member of staff
Bringing the school into disrepute.
** This list also applies to online activity.

This list is not exhaustive and the Headteacher will decide if a matter warrants a fixed term exclusion and if so for how long or permanent exclusion. At all times the Equality Act 2010 will be considered.

10. BEHAVIOUR OF PARENTS/CARERS AND OTHER VISITORS TO THE SCHOOL

Park Junior School encourages close links with parents/carers and the community. We believe that children benefit when the relationship between home and school is a positive one.

- Violence, threatening behaviour and abuse against staff or other members of the school community will not be tolerated.
- All members of the school community have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.
- Unacceptable behaviour may result in the police being called or informed of the incident. It is also an offence under section 547 of the Education Act 1977 for any person (including a parent/carer) to cause a nuisance or disturbance on school premises. This also applies to online activity.

11. REVIEW AND MONITORING

This policy overlaps with other policies such as, Special Educational Needs and Safeguarding, and is reviewed, annually in conjunction with those policies, in accordance with the school's review cycle.

Other policies and guidelines which have relevance to the Behaviour and Discipline Policy are:

- SEN Policy
- SRE Policy
- Whistle Blowing
- Positive Physical Handling
- Safer Working Practices for staff and volunteers
- Complaints Procedure
- Code of conduct for ICT (Acceptable Users Policy)
- First Aid and Medications in school
- Health and Safety
- Attendance
- Child in Care
- Intimate Care
- Safeguarding Policy and Child Protection

Comparison of bullying behaviour and friendship problems

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems may be different to the strategies used to address bullying behaviour.

Friendship problems may be incidents where both children disagree and find it difficult to resolve the disagreement without adult help. It may be repeated behaviour and at times may have been accidental. In these instances, both children usually make an effort to resolve the problem and wish to remain friends. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Park Junior School “My Friendship and Anti Bullying Guide”

All pupils are given a child friendly Friendship and Anti Bullying Guide which is also available on the school website. This is discussed with class teachers each year (usually tied in with anti-bullying week) and with new arrivals as appropriate.

The key messages are a definition of bullying:
And if you are being bullied:

STOP- Several Times On Purpose
STOP - Start Telling Other People!

RELATIONAL CONFLICT (Friendship problems)	BULLYING
Equal power	Imbalance of power
Happens occasionally	Repeated negative action
Accidental or Deliberate	Deliberate
Remorseful	No remorse
Effort to solve problem	No effort to solve problem

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures including references to Gypsy, Roma and Traveller
Sexual	unwanted physical contact or sexually abusive comments, name calling due to homophobic, Lesbian, gay bi-sexual and transgender, Verbal name-calling, sarcasm, spreading rumours, teasing
Religious/Cultural	Religious or cultural taunts, graffiti, gestures including references to specific religious or cultural groups.
Cyber	All areas of internet, such as email & internet chat room misuse, threats by text messaging & phone calls. Misuse of associated technology , i.e. camera & video facilities

POSITIVE BEHAVIOUR MANAGEMENT

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Leaders and Special Needs Coordinator.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

Roles:

THE ROLE OF THE HEADTEACHER

It is the role 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 the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

THE ROLE OF GOVERNORS

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

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.

The class teacher treats each child fairly and enforces the behaviour and positive attitudes policy consistently. The teacher treats all children in their class with respect and understanding.

Teachers have **statutory authority** to sanction pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching partners.

Teachers can sanction pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **school visits**.

Teachers can also sanction pupils for **misbehaviour outside school**.

Teachers can **confiscate** pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

THE ROLE OF TEACHING PARTNERS AND MIDDAY SUPERVISORS

It is the responsibility of all staff to ensure that the school rules are enforced in their class, around school and in the playground. Dojo points can be added or removed if required.

Support staff should report any significant incidents back to the class teacher.

The staff at Park Junior 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.

THE ROLE OF THE PARENT

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. Your first contact will nearly always be the class teacher, however parents are always welcome to make an appointment with the Deputy Head or Headteacher to discuss the matter.

If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements. (See attendance policy)

Annex 1

Update to school behaviour policy for the period of COVID 19 closure and reopening period.

This update will remain in place until COVID 19 is no longer seen as a threat by the Government. It will be subject to review and potential amendments if and when government DfE guidance changes.

This update has been drafted following review of, and is informed by the following Government publications:

- Planning guide for primary schools (DfE 14 May 2020)
- Actions for education and childcare settings to prepare for wider opening from 1 June 2020 (updated 12 May 2020)
- Opening schools for more children and young people: initial planning framework for schools in England (DfE 12 May 2020)
- Coronavirus (COVID-19): implementing protective measures in education and childcare settings (DfE 12 May 2020)

This update to the behaviour policy reflects the advice and guidance in the above documents to ensure that during the period in which schools are opening more widely to children we keep our children and staff as safe as possible.

Children will need to follow the additional rules below during this period, as far as is reasonably possible:

- Children will follow altered routines for arrival and departure to school and during the day.
- Children will follow instructions and routines for hygiene, handwashing when asked by the teacher, sanitising on entry to the school.
- Children will only mix with the group in their designated bubble, which they will be informed of upon return to school if not before.
- Children will follow instructions on where they should go in school and endeavour not to go out of the permitted areas
- Children will walk around school in orderly lines respecting social distancing as per the school and bubble leader's expectations
- Children will follow clearly set out expectations of personal hygiene for sneezing, coughing, use of tissues and their disposal
- Children will tell an adult if they think they may have symptoms of the COVID 19
- Children will abide by the rules for the non-sharing of equipment
- Children will follow new guidance for break times including playing only in the area designated
- Children will use the toilets allocated to their bubble, and only with the knowledge and agreement of the teacher
- Children will not cough in anyone's face or towards anyone, children are also not to spit
- Children will show respect for and follow instructions of their bubble leader at all times.

Children showing these behaviours will be praised in line with the normal behaviour system of the school or any additional ones put in place by the bubble leader to recognise their efforts.

If a child deliberately shows disrespect for another person's health and safety during this time by breaking any of these rules, they are putting others at risk. Any child who commits a serious, or persistent breach(es) of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion, where such action would be in accordance with the School's general and legal powers to exclude children.

The school does not anticipate having to use such powers during this time, however it does need to ensure the health and safety of its staff and children as far as possible.

A full risk assessment will be carried out in the event of a breach of this behaviour policy which warrants action, or the potential for such a breach. Children who put others at risk will be subject to risk mitigation control regarding their on-site attendance. Remote education continues to be available to all children at this point. We appreciate that some pupils will find these rules difficult due to their needs and a risk assessment will consider if they and their peers can be kept safe at this time.

Due to these exceptional circumstances, and the need to ensure a safe environment for students and staff there may be behaviour issues which warrant immediate sanctions (where warnings, reflection and modification of behaviour time would otherwise normally be appropriate), where, following a risk assessment, such action is deemed necessary due to the immediate threat to the health of children, adults in the school and their families.