

# Lainesmead Primary School



## Behaviour Policy

This policy should be read in conjunction with:

- the E-safety policy
- the Anti-bullying policy
- the Safeguarding and Child Protection policy
- the PSHE Policy
- the DFE guidance on Exclusions

Reviewed by Governors: July 2020

Next Review: July 2022

### Signatures

Coordinators: Mrs A Mepstead

Head teacher: Mrs E Painter

Chair of Governors: Mr A Mulrooney

## Strive, Achieve, Excel

### Believe in a limitless future

At Lainesmead Primary school and Nursery, pupils are supported and nurtured in order to develop their aspirations for their future as learners and as positive contributors to society. We expect every pupil to put learning first, work hard and be kind to themselves and others in order to achieve the highest academic standards. We offer a safe and enjoyable learning environment where excellence is promoted.

#### Aims and Objectives

Our key purpose is to ensure the wellbeing and success of all our pupils. The aim of this policy is to ensure that staff, pupils and parents are clear about the behaviour expectations that we have for our pupils and how we will support those pupils who struggle with these.

The philosophy of the school and this policy is based on teaching children how to become respectful and safe citizens, taking responsibility for their own actions. We teach children to understand their own emotions and actions and the effect or impact these can have on themselves and others.

We understand that all behaviour is communication. Staff are aware that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn. As a school we ensure that all staff working directly with children have a knowledge and understanding of the impact of adversity and trauma on children's mental and physical health, development and life chances. As such we may need to take additional action to support and /or safeguard such a pupil.

#### Our Learning community

At Lainesmead Primary School and Nursery, we encourage pupils to make good learning and good behaviour choices throughout the school day and make it clear that poor choices have consequences for learning and achievement. High expectations of staff and pupils make positive contributions to learning across the school. Relentless routines will be applied in classes and throughout school to make expectations clear to learners. All routines and expectations will be revised termly to ensure consistency (See Appendix 1). In order to ensure success for all, we have in place a range of interventions to support pupils, develop positive relationships and refocus on learning. See appendix 5 for the process for referring children to these interventions.

## Rules and Values

Our school rules:

Be ready

Be respectful

Be safe

Our School values:

Respect

Cooperation

Resilience

Compassion

Responsibility

Curiosity

These are the rules and values that we expect children, parents, staff and governors to follow and demonstrate at all times.

In school, we teach the children what behaviours need to be shown for each rule and each value. This may be done as discrete, individual sessions at the start of each week and term, through whole school assemblies or through the school's PSHE (Jigsaw) curriculum.

## Absolute Consistencies

There are four consistencies that all staff will uphold in the school. At Lainesmead Primary school and Nursery adults:

1. Model positive behaviours.
2. Actively greet all learners as they enter the learning area.
3. Will calmly and slowly deal with disruptive learners by ensuring they are stepped through, giving 'take up time', every time
4. Follow up every time, personally and engage in reflective dialogue with pupils

Lainesmead's Behaviour Policy is underpinned by 'Quality 1<sup>st</sup> teaching': effective inclusion of the pupil in daily high quality teaching i.e. differentiated activities that meets the needs of all individuals. It is essential the behaviour is addressed in the moment by the adult witnessing the school rules not being met.

The designated lead for behaviour within the school is the Deputy Head teacher (DHT) - she will regularly monitor behaviour within the school, including incidences of bullying, racism and homophobic abuse, reporting this to governors and taking strategic action where necessary.

## Acknowledgements and Rewards

The school uses the Trackitlight system to record and monitor behaviour.

Good behaviour is rewarded publicly on the Trackitlight board on the interactive whiteboard. To reward positive actions, the teacher selects the child and the behaviour which has led to the reward, explaining how their actions link to the behaviour selected. E.g A child who is sitting, listening attentively to the teacher may be awarded with

"Being ready" or "Being respectful". The child's name is then coloured green on the Trackitlight board.

Green positive behaviours which are awarded, all link to our vision, values and rules:

- Striving, achieving and excelling
- Being respectful
- Being ready
- Being safe
- Showing compassion
- Sharing cooperation
- Showing curiosity
- Showing resilience
- Taking responsibility

Every time the child is rewarded for their good behaviour they receive 2 house points on the Trackitlight system. The number of points each child has earned is displayed next to their name on the Trackitlight board. The children can then see their points increasing throughout the day. The Trackitlight system generates certificates automatically when a pupil reaches 50, 100, 200, 300 and 400 points. These will be printed off by the DHT and awarded to children during lessons by the HT and DHT.

All staff can use the Trackitlight board to reward children for showing the school values and following the rules.

The DHT will monitor the use of the Trackitlight board to reward positive behaviour to ensure it is being used consistently across the school.

When a child has excelled in a lesson they are sent to show their work to a member of SLT - who will reward them with stickers and house points via the Trackitlight system. Children will also be put on Social Media (depending of photo permissions).

Celebration assembly will celebrate the 'Certificate of excellence' which celebrates how the children have shown the values of the school and how these have contributed to them being a successful learner.

Children will be selected from their year group twice a year to attend Head Teacher's lunch. Teachers will select those children who are regularly on the board of recognition.

Each class will have a weekly 'Star of the week' who has special privileges for week. E.g taking the register to the office, first to line up etc.

House points will be counted each week and the amount of points will be shared in assembly and a display will show the teams' house points grow each week.

Home reading certificates will be sent out in class.

TT rock stars special awards will be sent out once a term in assembly.

Weekly attendance for KS1 and KS2 will be celebrated each week in assembly using the attendance monopoly board.

### Consequences and sanctions

Consequences and sanctions at Lainesmead Primary school and Nursery have a learning focus, build relationships and encourage pupils to take responsibility. Restorative approaches are encouraged and supported. All pupils must be given 'take up time' in between steps.

If the children are not following the school rules they are:

Reminded - Children are reminded of the expectations, repeating as necessary, deescalating and redirecting to keep things at this stage

Cautioned - a clear verbal caution is given and delivered privately, where possible, making the learner aware of their behaviour and the consequences if their behaviour continues (See scripts appendix 2) This will be logged discreetly as an "orange" on the Trackitlights system.

Given a last chance - Learners are spoken to discreetly, positive choices are offered, and reminders of previous good behaviour are given (See scripts appendix 2). This will be logged discreetly as an "yellow" on the Trackitlights system.

Given time out - This may be in the room or in another room with work (TA to escort). This will be logged discreetly as an "red" on the Trackitlights system. A short restorative conversation (See scripts appendix 2) should take place afterwards. The pupil's class teacher will log the incident on the Trackitlights form.

Some serious behaviours will require an immediate logging as a "red" incident and a Tracklight form filled in e.g Physical assault of another pupil.

Orange and Yellow behaviours that can be recorded:

- Not being ready
- Not being safe
- Not being respectful
- Not following the E-safety -rules
- Rudeness to an adult
- Inappropriate behaviour towards another pupil
- Deliberate provocation
- Refusing to follow instructions
- Disruptive behaviour that interrupts learning
- Vandalism/graffiti
- Inappropriate behaviour in assembly
- Friendship issues

Red behaviour which can be recorded:

- Not being ready
- Not being safe
- Not being respectful
- Deliberate physical assault of adult
- Deliberate physical assault of pupil (unprovoked serious harm)
- Harm caused following provocation
- Swearing/verbal assault
- Fighting
- Not following the E-safety -rules
- Rudeness to an adult
- Inappropriate behaviour towards another pupil
- Deliberate provocation
- Refusing to follow instructions
- Disruptive behaviour that interrupts learning
- Vandalism/graffiti
- Inappropriate behaviour in assembly
- Friendship issues

The Trackitlights form will detail all prior behaviour for the day - including "green" behaviours. All incidents resulting in a time out/"red" behaviour incident must be shared with the child's adult at the end of the school day - either via a Face to face conversation or telephone call and recorded as an action to the incident on CPOMS. Older siblings should not be informed.

It is not possible to leap steps or accelerate steps for repeated low-level disruption. Secondary behaviours will generally be tactically ignored at the time they are displayed but will be discussed with the pupil when they are once again calm and rational. Pupils who have to be repeatedly reminded about their poor behaviour will be identified by senior leaders via the 'School rules forms'.

Behaviour is monitored daily by the Deputy Head Teacher (DHT) and email notifications are sent immediately to the DHT following any "red" incidents. The DHT identifies patterns in breakages of the school rules to determine the most concerning behaviours and appropriate provision/strategies. Children who have 3 or more "red" incidents in a week attend 'How to Shine Class' with their class teacher and the Head Teacher (Appendix 3). All "red" incidents are imported directly from the Trackitlights system into CPOMS. The DHT reviews all behaviour incidents and records "homophobic" and "racists" on CPOMS where necessary.

### School events, school trips and school clubs

The school reserves the right to withdraw the offer of a place on a trip, club or event should a pupil's behaviour give cause for concern over their ability to participate in a responsible and acceptable manner.

The school also reserves the right to withdraw the offer of a place on a trip, club or event if there are concerns about health and safety due to a pupil's behaviour.

Participation in school trips, clubs, events such as a school disco or representation of the school in the coming weeks will not be allowed for pupils who have been excluded or attend shine class (at the discretion of the Head Teacher).

### Fixed Term and Permanent Exclusions

We will endeavour to avoid exclusion from the school wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's rules or where the behaviour of the child means that it is not safe for them or for staff for them to remain in the school at that time. The head teacher, or the most senior member of staff in their absence, will take the decision to exclude a pupil and will also decide upon the length of the exclusion and whether it is to be fixed term or permanent. All incidents of exclusions (internal and external) will be recorded on CPOMS.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the judgement of the head teacher, it is appropriate to permanently exclude a pupil for a first or one-off offence. Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. In all cases where a child has accrued 15 or more days of exclusion, then a formal meeting will be held with the child, parent/carers and a panel of governors.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days.

Further guidance and resources to support parents whose child has been excluded can be found here: <https://schoolexclusionproject.com/>

### Use of Reasonable Force

All school staff have the authority of the head teacher and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

Whilst the school will provide additional training to staff in the use of positive handling from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or others in danger. All incidents of restraint will be fully recorded and parents will be informed.

Further information regarding DFE guidance on the use of reasonable force can be found on the following link:

Further information regarding DFE guidance on the use of reasonable force can be found on the following link: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## Lainesmead Primary School and Nursery - School Rules

*Strive, Achieve, Excel*

*Believe in a limitless future!*

Our school rules:

Be ready

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Our School values:

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Curiosity

Every day you should aim to have your name put on your class recognition board. You can achieve this by showing the school values and going 'above and beyond' what is expected. Your teacher may set a daily target for the class.

When you work hard and are following the school rules you will be rewarded with raffle tickets. Excellent work in books will earn you house points and maybe a visit to Mrs Painter or Mrs Mepstead!

Each week, one person from your class will earn the 'Certificate of Excellence' in celebration assembly.

House points will be counted each week and the amount of points will be shared in assembly and a display will show the teams' house points grow each week. At the end of each term, the winning children will be rewarded with a 'Sports hour' where they can choose and undertake a sporting activity.



Sometimes teachers may need to help you to behave as we would expect at Lainesmead. They will:

- Remind you of the expectations.
- Give you a clear verbal caution to make you aware of your behaviour and the consequences if it continues.
  - Give you a last chance.
- Give you time out - if this happens you will attend a restorative meeting with your teacher, your parents will be told and a school rules form will be filled out and given to Mrs Mepstead.

If you have 3 or more school rules forms filled in in a week you will come to 'How to shine class' with Mrs Painter or Mrs Mepstead. They will talk to you, your teacher and parents to make sure you follow the school rules in the future.

Appendix 2 - Scripts (Taken from When adults change everything changes - seismic shifts in school behaviour by Paul Dix)

Remind:

Our school rules are be ready, be safe and be respectful.

Caution:

I noticed you are....

I need to see you....

I expect.....

Given a last chance:

You need to understand that every choice has consequences.

You have chosen to....If you now choose to do the right thing that would be fantastic. If you choose to....then this will happen.....

Do you remember last week when you....

That is who I need to see today.

I will leave you to make your decision.

Restorative meeting questions:

1. What happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement.

2. What were you thinking at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes.

3. 'What have you thought since?

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology.

#### 4. How did this make people feel?

The child might have been unaware of how other people reacted to their behaviour. The link with the next question is clear. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

#### 5. Who has been affected?

Often the first response to 'Who has been affected?' is simply 'Me, I got sent out, I am missing my break. It is only with some gentle encouragement that the child can see the bigger picture; you are teaching them to use their conscience. At the end of this section of the meeting ask the learner to list the people who have been impacted before considering the next question, perhaps remarking, 'That's quite a lot of people who have been affected, isn't it?'

#### 6. How have they been affected

The 5-year-old who pushes in at the front of the dinner queue without any regard for the 29 children who are patiently waiting in line is taught that their behaviour can have an impact on others. Teachers in the early years of schooling spend a great deal of time showing children how their behaviour affects others. They are deliberately encouraging the child to have empathy with other people.

#### 7. What should we do to put things right?

For many adults this is the moment to sit back and wait for an apology to be offered. In many restorative meetings this question can up the ante. Run badly the meeting can seem like a build up to it, so it is important that an apology is not demanded. There may be other ways to put things right. Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. Every parent knows that a forced apology is worthless. It might take the child time to reach this point.

#### 8. How can we do things differently in the future?

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them to recognise when

## **Appendix 3 - 'How to Shine Class'.**

### **The Head Teacher/Deputy Head Teacher/Assistant Head Teacher:**

1. Read through the school rules forms with the child
2. Discuss the effect of the behaviour on the class and the individual child
3. Complete Behaviour Report Chart including targets and a strategy to support the child
4. Share the Behaviour contract with the class teacher during Shine Class
5. Inform parents of their child's attendance at Shine Class and meet with them to share the Behaviour Report Chart.
6. Refer to other agencies as appropriate ( PSA/Learning Mentor)

Children who attend Shine Class may not represent the school at an event the following weeks (at the discretion of the Head Teacher). This may include in a school team. In addition, children may not be allowed to take part in special school events such as a school disco or parties.

### **Parents will:**

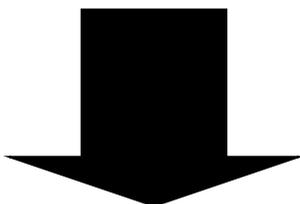
1. Meet with the Head Teacher or Deputy Head Teacher or Assistant Head Teacher to share the Behaviour Report Chart.
2. Be offered additional support by school or outside agencies if appropriate.

### **Teachers will:**

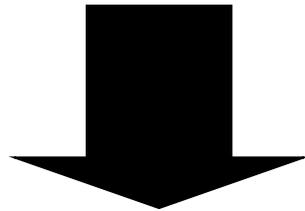
1. Attend shine class with the child and join in discussions
2. Monitor the Behaviour Report Chart including comments related to how the strategy has worked and any other areas of concern.
3. Ensure the school behaviour policy continues to be carried
4. Ensure Behaviour Report Chart is ready for the Deputy Head Teacher or Assistant Head teacher to review at the end of the week.
5. Liaise with parents as appropriate

### **Deputy Head Teacher/Assistant Head teacher will:**

1. Monitor the child's behaviour at break and lunch times daily.
2. Carry out sanctions as appropriate.
3. Review and adapt the Behaviour Report Chart with the child at the end of the week.
4. Inform parents of the result of the weekly review.



If the child remains on a Behaviour Report Chart for 3 consecutive weeks or if behaviour continues to be a concern over time, an Individual Behaviour Plan (IBP) may become necessary. A formal review will take place with the child, DHT & AHT, class teacher and parents. The plan will identify behaviours which may trigger exclusion as appropriate. Teachers may also be asked to gather evidence using a behaviour log, ABC, or behaviour checklist. The Individual Behaviour Plan will run as appropriate and be monitored regularly.



- An unsuccessful Individual Behaviour Plan may trigger a referral to other agencies via the Early Help Record and Plan (EHRP):
- SEMH Team
- TAMHS
- Education Psychology Service
- Education welfare

In some cases a Positive Handling Plan/risk assessment may be required.

Serious incidents may receive a sanction that involves an internal exclusion or an exclusion. During an internal exclusion the pupil is separated from their class for a pre-determined amount of time. The pupil will carry out their learning, supervised by staff as appropriate. Lainesmead follow the DFE guidelines on exclusion (2012). A summary of key points from this guidance follows:

- The Head Teacher may exclude a pupil (*see Appendix 4*)
- Parents will be informed in writing of the terms of the exclusion and a re-integration meeting date/time.
- Pupils are provided with a learning task to complete during their exclusion

## Appendix 4

### **The Head Teacher's power to exclude; a guide to the law:**

Only the Head Teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The behaviour of pupils outside school can be considered as grounds for exclusion<sup>3</sup>. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour policy.

The Head Teacher may withdraw an exclusion that has not been reviewed by the governing body.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.

Head Teachers must take account of their legal duty of care when sending a pupil home following an exclusion.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

In carrying out their functions under the Equality Act, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations

across all characteristics - between people who share a protected characteristic and people who do not share it.

These duties need to be taken into account when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues<sup>4</sup>.

Head Teachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment / ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated. Pupils who repeatedly disobey their teachers' academic instructions could, however, be subject to exclusion.

'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour<sup>5</sup>. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

**Statutory guidance on factors that a Head Teacher should take into account before taking the decision to exclude:**

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for a Head Teacher to take. However, where practical, Head Teachers should give pupils an opportunity to present their case before taking the decision to exclude.

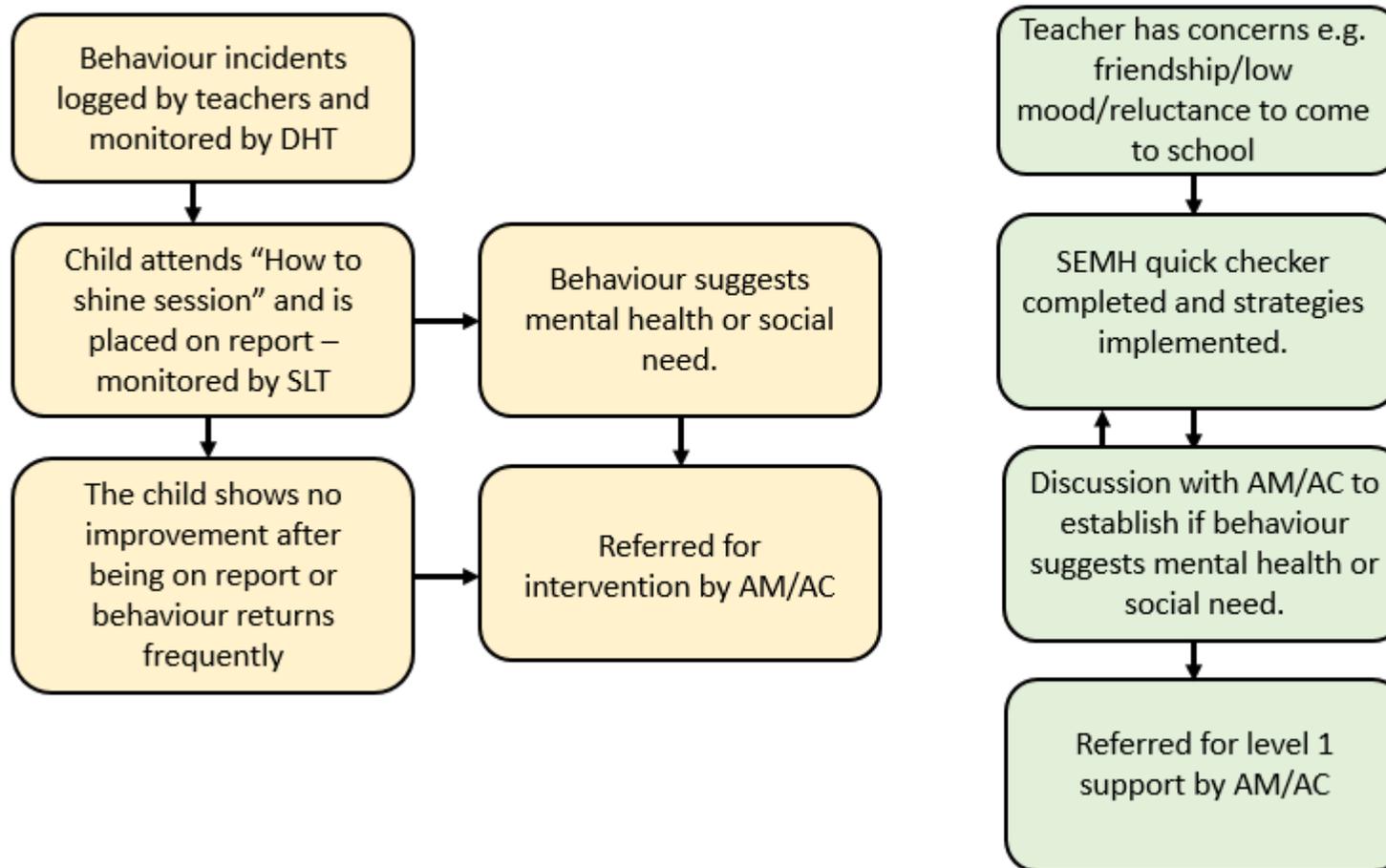
Whilst an exclusion may still be an appropriate sanction, head teachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Head Teachers should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, head teachers should consider whether exclusion is providing an effective sanction.

The Head Teacher will inform the Chair of Governors of an exclusion.

Appendix 5 - Process for Nurture support Behavioural referrals.

**Lainesmead Primary School Nurture support Behaviour referrals**





## Lainesmead Primary School and Nursery Addendum to Behaviour Policy for COVID-19

This Addendum will be in force for the whole of the Autumn Term

### **Strive; Achieve; Excel Believe in a Limitless Future**

#### **Context**

This addendum is for use as children return to school and the threat of Covid-19 is still with us. It is to ensure that we keep pupils and staff as safe as possible - physically and emotionally. It is impossible for us to deal with behaviour in the same way as before as children need to remain contained in their own group possible.

Our three main rules of Be Ready, Be Respectful and Be Safe are as important as ever and all of the new routines fall into one or more of these 3 overarching rules.

<b>Safety area</b>	<b>Expectations</b>
Arrival and departure	Children arrive at the allocated time and wait patiently in a 2 metre distanced line and walk into class alone. They bring nothing except a lunch box and filled water bottle. If the weather is warm, then sun protection cream may also be brought into school for personal use only. At the allocated time children will leave school in a distanced ordered fashion
Handwashing and hygiene.	Handwashing must be done diligently as we have instructed on entry to school, after using the toilets and when instructed to do so by the bubble leader. School equipment must not be placed in the mouth and children must try not to touch their noses, eyes and mouth.
Socialising in school	Pupils must not leave their group bubble and will not be able to socialise with children in other bubbles.
Moving around the school	Children must stay in their allocated areas and move around the school as instructed by the adults in school.

Sneezing and coughing	Children must catch it, bin it and kill it in a tissue. Hands must then be washed. If a tissue cannot be reached in time they must sneeze into their elbow.
Illness	If a child is unwell, particularly if they are unwell with the symptoms of COVID-19 then they must tell an adult immediately.
Water bottles	Children must use their own water bottle only and must not put their mouth near the tap in the bathrooms or water fountains. The water bottle must be kept on child's work station.
Equipment	Pupils must use their own equipment allocated to them and keep it at their work station at all times.
Play areas	Pupils must stay in their designated zoned areas. They must attempt to stay socially distanced and not leave the designated area.
Toilets	Children may only use the toilet one at a time from each class bubble. Pupils must only use the toilet cubicle and wash basin allocated to them by their country flag. Pupils must flush the toilets after use and wash hands thoroughly for 20 seconds. Hands must also be dried completely.
Coughing and spitting	Pupils absolutely must not cough in anyone's face. If they need to cough, they must cough into their elbow. Spitting is strictly forbidden.
Racism	Children will not make racist slurs around the origins of Covid-19.

### **What happens if a child breaks these rules?**

Allowances will be made for the age of the children and any underlying issues but deliberate flouting of the rules that could cause serious harm to self or others will lead to the child being withdrawn from the bubble by a member of the Senior Leadership Team. A restorative justice conversation will be conducted. Furthermore, the SLT member will speak to the child's parent and reiterate that these rules are in place for the safety of all and that this has to take priority at this time. A warning regarding the child's conduct will be given and the child provided with one further opportunity to follow the rules.

If there is then a second deliberate breaking of these rules, the child will be collected as soon as possible by the parent and a "stay away" period of 2 days will be instigated. Once returning, the parent and child must meet (in a social distancing way) with the head teacher and assurances must be sought by the school that rules will not be broken again.