



Goldfield Infants' and Nursery School

# Pupil Behaviour Policy



*'A hero is any person really intent on making this a better place for all people'*  
Maya Angelou

This policy should be read in conjunction with the:  
**Anti-Bullying Policy**  
**Restrictive Physical Intervention Policy**

<b>Committee</b>	<b>Learning Matters</b>
<b>Next Review</b>	<b>Autumn 2021</b>
<b>Duration</b>	<b>1 year</b>
<b>Approved FGB</b>	<b>Autumn 2020</b>

# Goldfield Infants' and Nursery School



## Policy on Behaviour and Discipline



There are two gifts that we can give our children,  
one is roots,  
the other is wings...



At Goldfield every child matters. Our aim is to provide a caring environment where each child is able:

- To feel happy and secure; growing in self-belief and respect for each other
- To develop a love of learning and reach their true potential
- To learn in a caring, safe and inspiring environment where the children are at the centre of the curriculum
- To participate in learning that is rich, creative and challenging, reflecting high expectations
- To become a valued member of a nurturing school committed to the wellbeing of its community

....ultimately to help our children develop as confident, resilient and considerate members of society -  
enabling them to 'fly'



### Philosophy:

We believe that all pupils have the right to be safe and to work, learn and play in a positive environment. The school community – pupils, teaching staff, support staff, parents, governors and friends – all have a role to play in providing positive role models and ensuring that the children develop empathy for others, self-discipline and show consideration, courtesy and respect to all people at all times.

We focus upon recognising and celebrating effort and success, so that all pupils feel valued. We teach pupils to have high expectations for their own and others' behaviour, take responsibility for their own actions and to accept the consequences of their choices. Our values based curriculum provides the vocabulary and learning opportunities to support the development of behaviour and the formation of secure relationships. We have a zero tolerance approach to bullying, and any such incidents will be dealt with promptly and fairly.

### Aims:

To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well.

To promote positive behaviour, ensuring children make the right choices – developing in self-regulation and independence.

To provide an environment in which pupils and staff are happy, safe and secure; able to develop positive relationships.

To develop social skills through the school's emphasis upon core values, relationships and the PSHE curriculum – including making friends, cooperation/collaboration, dealing with success and failure - growing in confidence and emotional resilience.

To follow a Code of Conduct and agree a Class Charter, considering the rights and responsibilities of all individuals within our school community.

To promote strong relationships where the expectation is that everyone works together in an effective, considerate way with the common purpose of helping everyone to learn.

To celebrate the achievements and successes of all our pupils.



## Celebration and Positivity

The ethos at Goldfield, together with our focus upon the core values of co-operation, reflection, perseverance and resourcefulness through the 'Building Learning Power' (BLP) initiative, provide a structure for positive behaviour modelling and celebration of good behaviour that set a high standard for the children.

We praise and reinforce good behaviour in a variety of ways:

- Teachers set classroom rules and boundaries for behaviour with the children. All children are involved in the formulation of Class Charters highlighting the need for respect and understanding within our class communities. Respectful relationships are fostered, and children are supported in the development of empathy through a range of strategies and activities.
- Assemblies are based upon personal and social themes and relationships. The themes and objectives are based upon the BLP and Talk Listen Care strategies. Classes can achieve team points for working together.
- The children receive rewards for good work and application to their work (displaying excellent behaviour for learning), positive, constructive comments can be accompanied by stamps and stickers.
- Teachers invite children to share work with the Headteacher and receive an extra special 'Goldfield Smiley Face Sticker' award, on occasions whole classes can receive these. As a BLP (Building Learning Power) community the children receive developmental comments and are encouraged to reflect and embrace challenge. The children do not work for rewards as receiving one is always a surprise. The reward serves to affirm effort and provides a platform for discussion around progress and resilience – building a growth mindset.
- Children receive BLP certificates each week, during our Friday assembly, for demonstrating exemplary behaviour and excelling in one or more area.
- The Midday Supervisory Assistants (MSA) have balloon stickers to award to individual children for excellent behaviour at lunchtimes. Classes can receive team points for positive feedback (from the MSA to class teacher) as they return to the classroom at the end of lunchtime.
- The One O'clock Club offers an alternative play space for those children who need further support to choose a range of activities and form friendships during the lunch break.
- The children are encouraged to recognise and celebrate their own achievements through strategies such as 'Assessment for Learning' (AFL), 'Talk, Listen, Care', the 'Bucket Fill-osophy' and Building Learning Power (BLP). These initiatives encourage the children to behave positively, grow in respect and empathy, gain resilience and be reflective in their learning.



Each child is an individual, strategies to support the management of more challenging behaviour will be tailored to meet individual needs considering both developmental and other additional needs. All children need to be valued and supported in ways that respond to their needs in the most effective way.



## Strategies for Ensuring High Standards of Behaviour

Each parent and child receive a Pupil Code of Conduct on entry to the Nursery and Reception Classes, setting out the school's expectations for behaviour which families share at home and sign in partnership with their teacher. This Code of Conduct (see Appendix 1) is resigned by the pupils at the beginning of each subsequent Year Group.

The key rules for the children are:

**Always** be kind, polite and helpful.

**Always** listen carefully to everyone and follow instructions.

**Always** show respect to others and never hurt anyone.

**Always** make the right choices, take responsibility for my behaviour and follow the Class Charter.

Alongside:

I will ...

- Persevere and try hard in everything I do.
- Show respect for others, help to write and follow the Class Charter.
- Keep myself and others safe
- Remind my parents if I need to take anything to school and tell them about any special activities or homework.
- Help my parents by getting ready for school on time. Wear the Goldfield School uniform and try to keep it clean and tidy.
- Always try my best, reflect on my work to achieve my targets and make progress.
- Listen carefully to what my teachers and other adults ask me to do.
- Tell a grown-up at school if I am worried about anything or if something goes wrong. I will try to be resilient and 'bounce back'.
- Co-operate with my friends in class and remember to always be kind and caring to everyone.
- Be resourceful - know my strengths and use materials and resources creatively.
- Look after the classroom and the school by taking care of the furniture and equipment.
- Walk around the school quietly and safely.
- Be gentle and help take care of our natural environment and animals.
- Always push my bike or scooter when on school grounds.
- Help to keep the school clean and tidy and throw rubbish into the litter bin. Look after the environment – recycle, re-use, reduce.

The school aims to model expectations for behaviour and scaffold through a series of initiatives/activities, which support our young learners as they develop relationships and learn to work together:

- The schools BLP strategy sets high standards for behaviour, self-control and independence, with an emphasis on reflection modelled by its four superheroes.
- The Talk Listen Care (TLC) initiative encourages children to consider their behaviour towards each other and includes positive actions that reinforce strong relationships.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer to the teacher, or to sit on their own. Each class reinforces the need for good listening using the 'Goldfield 5' listening rules, which are displayed to make these expectations explicit.

- Each child is seen as an individual and given support, through a range of strategies, to help them to deal with anger and difficult emotions. A dedicated 'Transition Leader' (trained counsellor) explores these emotions and feelings which may be due to a challenging transition in their life. A range of therapies are used, including art/play therapy, nurture groups and one to one activities to provide tools for self-regulation, an opportunity to talk and develop an understanding of social and emotional issues. These take place outside the classroom in our 'Squirrels Room'.
- We expect children to try their best in all activities and set clear targets to enable them to achieve this.
- Calm zones and rooms in the school provide areas for pupils to self-regulate and reflect.

### **Sanctions:**

Pupils should learn from the consequences of their behaviour choices wherever possible. They are encouraged to take responsibility for their behaviour and learn from their mistakes. Negative behaviour choices may result in the following consequences:

- Loss of playtimes / lunchtimes (additional tasks/activities in the classroom are organised)
- Restorative tasks such as writing a letter, cleaning or tidying
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, they spend a little 'time out' in an area of their own until able to work sensibly again with others.
- If the behaviour persists or is more serious the time out may be in a different class, calm zone or with a member of the Senior Leadership Team.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- On occasions where a child cannot be moved immediately without risking the safety of other children and staff, the rest of class will move to another classroom or teaching space.
- Exceptional (or persistent) cases of disruptive behaviour, or that which puts the safety of others at risk, may lead to exclusion (see Exclusions).

If a child threatens or hurts another child, the class teacher records the incident and the child receives sanctions in line with this policy. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to working in partnership to improve the behaviour of the child. A senior member of teaching staff or the Headteacher will speak to the child on these occasions.

### **The Use of Reasonable Force**

School staff have the power to use reasonable force to prevent pupils injuring themselves or others, damaging property and to maintain good order and discipline in schools. Goldfield staff receive "Hertfordshire Steps Training" on the use of physical intervention to ensure continuity of approach. The actions that we take are in line with government guidelines on the restraint of children. *Please see Restrictive Physical Intervention policy for guidance.*

### **Meeting the Needs of All Children**

Goldfield has a therapeutic approach to behaviour management that recognises the need for differentiated strategies to support each individual child within our community. The Hertfordshire Steps programme facilitates this approach, supporting children through individualised behaviour management plans, exploring need and developing risk assessments for moving and handling children in the rare occasion that this is necessary for the safety of the child and others. Full details of this approach are available in the Restrictive Physical Intervention Policy (available on the website).

Our Wellbeing and Mental Health Leader offers weekly counselling to those children who require emotional therapy to support their behaviour and relationships with others. The needs of pupils with Special Educational Needs and Disability, looked after children, those who have been adopted from care, and all vulnerable groups are closely monitored. Individual plans are developed to ensure their emotional

needs are met, reducing any impact upon behaviour in school. This can include working in partnership with parents to make adaptations such as additional support in the classroom, individual timetable or a reduced school day.

### **The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, Class Charters are created and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to 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 school rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a senior teacher or the Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.

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

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after all other avenues have been explored.

### **The Role of Parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the Home School Agreement (see Appendix 2). We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to work in partnership to support the work of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, parents should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The Role of Governors**

The governing body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Governors Statement of Principles is attached at Appendix 1.

A Pupil Disciplinary Committee of three or five members will convene where necessary to perform their duty as Governors in accordance with the guidance in 'Improving Behaviour and Attendance: Guidance on Exclusions from Schools and Pupil Referral Units' (DCSF, September 2008).

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher can record minor classroom incidents. Teachers liaise closely with the midday supervisory assistants to ensure consistently high standards of behaviour throughout the day.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded (see Exclusions).

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide for Schools*, and that no child is treated unfairly because of race or ethnic background.

This policy is under regular review by the Headteacher, staff and governors.

## **Exclusions**

At Goldfield Infants' and Nursery School we will endeavour to put in place support and systems to be inclusive and help children to remain in school. This will be done in consultation with parents.

In exceptional circumstances, the Headteacher in consultation with the senior leadership team may decide to exclude a pupil for a fixed term period. This could happen after a very high impact behaviour incident, such as:

- Physical assault on another pupil or member of staff
- Verbal abuse to another pupil or member of staff
- Racial abuse
- Damage to buildings or property

Or when a pattern of negative behaviour builds, resulting in:

- Persistent disruptive behaviour
- Concern that other pupils, or the pupil themselves, cannot be kept safe
- Concern about the wellbeing of adults working with the pupil
- Bullying

In these cases, parents will be contacted and asked to remove their child for a fixed term period which could be continuous or for particular times each day such as lunchtimes. In the most extreme cases, and when no other strategy is working to improve the situation, these behaviours could result in permanent exclusion of the pupil, particularly where it is felt that the safety and well-being of pupils and staff are at risk.

All exclusions will be in line with the Herts Exclusions Guidelines.

## Appendix 1

### **Governors Statement of Behaviour Principles**

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

**1.** This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The statement has been adopted by the Governing Body as a whole, following consultation with the Headteacher, parents, staff and pupils.

**2.** The Governors at Goldfield, believe that high standards of behaviour are required so that we can achieve our aim of providing all children with “roots and wings” and enable children to make the best possible progress in all aspects of their school life.

At Goldfield, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

#### **3. Principles:**

- All children, staff and visitors have the right to feel safe at all times at school
- Goldfield is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises.
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

## Appendix 2

### Code of Conduct for Pupils

co-operation, reflection, perseverance, resourcefulness

**Goldfield Infants' and Nursery School**  
**Code of Conduct for Pupils**

**I will do my best to:**

- ▶ Persevere and try hard in everything I do.
- ▶ Show respect for others, help to write and follow the Class Charter.
- ▶ Help my parents by getting ready for school on time.
- ▶ Remind my parents if I need to take anything to school and tell them about any special activities or homework.
- ▶ Wear the Goldfield School uniform, and try to keep it clean and tidy.
- ▶ Always try my best, reflect on my work to achieve my targets and make progress.
- ▶ Listen carefully to what my teachers and other adults ask me to do.
- ▶ Tell a grown-up at school if I am worried about anything or if something goes wrong. I try to be resilient and 'bounce back'.
- ▶ Co-operate with my friends in class and remember to always be kind and caring to everyone.

**Remember:**  
Always be kind, polite and helpful.  
Always listen carefully to everyone.  
Always show respect to others and never hurt anyone.  
Always make the right choices, take responsibility for my behaviour and follow the Class Charter.

**responsibility  
respect  
consideration  
empathy**

I sign my name to show that I will always try my best to follow our school rules and the code of conduct

Reception and Key Stage One

co-operation, reflection, perseverance, resourcefulness

**Goldfield Infants' and Nursery School**  
**Code of Conduct for Pupils**

**I will do my best to:**

- ▶ Try hard and persevere in everything I do.
- ▶ Help my parents by getting ready for school on time.
- ▶ Wear the Goldfield School uniform, and try to keep it clean and tidy.
- ▶ Listen carefully to what my teachers and other adults ask me to do.
- ▶ Look after the toys and materials we use for our learning.
- ▶ Remember to always be kind to everyone.
- ▶ Co-operate with others, play carefully and share.
- ▶ Help to keep the school clean and tidy, and throw rubbish into the litter bin.
- ▶ Be gentle and help take care of our natural environment and animals.

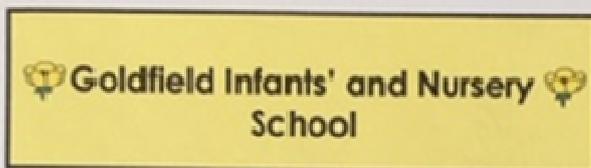
**Remember:**  
Always be kind, polite and helpful.  
Always listen carefully to everyone.  
Always show respect to others and never to hurt anyone.  
Always make the right choices and follow the Nursery Class Charter.

**responsibility  
respect  
consideration  
empathy**

I will draw my face to show that I will always try my best to follow our school rules and code of conduct.

Nursery Class

## Home School Agreement



# Home School Agreement

This agreement sets out the partnership between Goldfield and its parents, working together to enable the children to feel happy and secure and to reach their full potential.

### Goldfield infants and Nursery School:

We will do our best to:-

- Care for your child's safety, wellbeing and happiness.
- Provide a broad and balanced curriculum that meets statutory and county policy and guidelines.
- Recognise and meet the needs of your child as an individual.
- Maintain excellent standards of work and behaviour.
- Provide a caring, nurturing environment that fosters a love of learning.
- Keep you informed about your child's progress and provide information to help support your child at home.
- Be open and welcoming at all times.
- Provide opportunities for you to be involved in the school community and contribute ideas and opinions.

Signed: \_\_\_\_\_  
(Headteacher/Teacher) Date: \_\_\_\_\_



There are two gifts that we can give our children, one is roots, the other is wings...



At Goldfield every child matters. Our aim is to provide a caring environment where each child is able to:

- feel happy and secure, growing in self-belief and respect for each other
- develop a love of learning and reach their true potential
- learn in a caring, safe and inspiring environment where the children are at the centre of the curriculum
- participate in learning that is rich, creative and challenging, reflecting high expectations
- become a valued member of a nurturing school committed to the wellbeing of its community

...ultimately to help our children develop as confident, resilient and considerate members of society - enabling them to 'fly'

### Parents and Guardians:

I will do my best to:-

- Ensure that my child attends school every day, is on time and ready to learn, supporting the school in achieving its targets for excellent attendance.
- Keep the school informed about any worries or problems that might affect my child's behaviour or learning.
- Work in partnership with the school to ensure pupils adhere to the schools Policy for maintaining high standards of behaviour. This includes working together with other professionals where appropriate to the needs of the child.
- Support my child when completing 'homework' or special activities, while providing opportunities for other learning at home.
- Attend parent meetings and other opportunities to learn about my child's progress and the curriculum they follow in the classroom.
- Support the school's approach to online safety and never upload text, images, sounds or video to any form of social media (or participate in group messaging e.g. WhatsApp) that could upset or offend any member of the school community.
- Ensure my child arrives properly equipped and clothed, with book bag and PE kit ensuring all items are named.

Signed: \_\_\_\_\_  
(Parent/Guardian) Date: \_\_\_\_\_



## Annex to Pupil Behaviour Policy in Response to COVID-19

This amendment is based on guidance from the Government within the 'Planning Guide for Primary Schools'

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-b-principles-for-staff>

### Behaviour Policy Additions to Include Procedures for Covid-19

In order to minimise the risk of catching or spreading Covid-19, the children are expected to follow new rules and routines following their return to school during the pandemic. Young children will find social distancing very difficult, the school recognises the expectations for social distancing and personal hygiene will be hard to enforce with such young children. Staff will constantly be promoting these measures to keep everyone safe throughout the day, gradually children's understanding of the expectations will develop.

The organisation of the school will be adapted to support the children's behaviour i.e. sufficient adult to child ratio, staggered drop off and collection times, allocated outdoor spaces, regular hand washing, wiping down of surfaces and sterilisation of resources/equipment etc. Please access the Gov.uk guidance document through the link above, for more details on measures to keep children and adults safe in school. The teaching team will be there to help the children meet the behavioural expectations throughout the school day through special activities related to the new class 'bubble' groups, good hygiene, listening to all adults and caring for others. A new 'Safety Bubble Class Charter' with a simple message '**safe hands, safe space, be safe**' (see the Charter below) will help to reinforce these messages.

### Social Distancing Behaviour Expectations

- 🚦 Children and parents will be expected to arrive on time for drop off and pick up in school at staggered times to avoid mixing with other adults and children.
- 🚦 Parents will ensure they and their children are social distancing, following the 2 metre rule, by not walking closely with other families or friends when coming to/from the car park entrances or local roads into the school area. The distance markers, signs and one-way system must be adhered to at all times. Parents should also not gather in close groups outside the school grounds and follow the Governments rules for social distancing at all times. The schools work to reduce the number of contacts the children encounter throughout the day will be negated if COVID-19 is spread through the community via close contact within adult social groups.
- 🚦 The teachers will be ready to greet the children at the school/nursery gate, give them a warm welcome and direct to wait on one of the socially distanced bubbles painted on the playground. They will then follow the bubble trail to their classroom. The Nursery class will be welcomed straight into the classroom.
- 🚦 Each child will be a member of a Class Bubble to reduce social contacts. They will have a teacher, a teaching assistant, and their own table 'base' where the majority of their learning will take place. Expectations such as social distancing will be modelled/demonstrated using different resources such as

stickers, posters, rhymes alongside games and activities, however the children will mix socially within their class bubbles.

- ✚ The children will wash their hands on entry to the classroom and regularly following the 'safe hands' guidance within the Class Bubble Charter.
- ✚ The children will be asked to stay within their allocated outdoor area, which will change each day bringing new opportunities for play and exploration. They will be expected to listen to instructions and look after any equipment used.
- ✚ Each child will receive their own individual set of resources (including a clear plastic pencil case, set of unifix/Numicon, clipboard, dough) to take care of and keep in their drawer at their 'bubble table base'. These cannot be shared with others. They will be expected to remain seated to complete tasks during lessons and eat their packed lunch. When moving to a new activity they will be reminded to follow our 'safe space' guidance within the class Bubble Charter, to make sure they respect personal space and don't burst someone else's bubble. Movement around the school will be restricted at this time to ensure class groups do not mix with each other and present the opportunity for any virus present to spread.

### Personal Hygiene Behaviour Expectations

- ✚ The children will be expected to wash their hands regularly for a minimum of 20 seconds - the time it takes to sing 'Happy Birthday', using the NHS hand washing method (as displayed on posters by each sink) as directed by the teaching team.
- ✚ The children will cough / sneeze into their elbows or use a tissue and then bin it and wash hands 'Catch it! Bin It! Kill it!' and avoid touching their faces.
- ✚ The children will not be able to bring items from home at this time, apart from a named drinking bottle and fruit snack. This includes scooters and bicycles; these can be left in allocated areas beside the entrance gates but not used on the school site.
- ✚ The children will use the designated toilets throughout the day and try to maintain social distancing when washing hands or waiting with others.
- ✚ The children will be expected to tell an adult if they feel unwell. The school must be notified immediately if the child or any member of their family is ill or exhibiting COVID-19 symptoms.

The children will receive reminders of these expectations throughout the day, we know that these routines are new and may not come naturally at first. However, we must ask that these expectations are adhered to as much as is reasonably possible in order to keep our children and staff safe. ***If a child is unable to comply with these behaviour expectations, and behaves in a way which puts the safety of others (and/or themselves) at risk, this will be taken seriously and parents contacted.*** It is not possible to follow usual behaviour management and safe handling plans due to the safety restrictions in place at this time. For example a child cannot be taken to a space in another classroom or supported physically due to safe distancing and cross contamination procedures.

All other areas of the Pupil Behaviour Policy remain in place. This Annex will remain under regular review in line with the full Policy or as Government, DfE or County Guidance requires it in relation to this pandemic.

Super

# Our Safety Bubble

## Class Charter



### safe hands



Wash your hands regularly, especially after coughing or sneezing, going to the toilet, coming into the classroom from outside, crafting or touching something dirty and before eating food.



### safe space



Make sure everyone has a safe bubble of personal space around them - don't get too close and burst their bubble!



### be safe



..... listen to adults at school and at home, always think about others. Remember that if you keep yourself safe then everyone stays safe.

