BEHAVIOUR AND EMOTIONAL SUPPORT POLICY



Northgate Primary School

Contents

1. Policy Statement 2
2. Promoting positive behaviour and relationships 2
   2.1 Teaching good behaviour 3
   2.2 Positive language 3
3. Rewarding good behaviour and learning 3
   3.1 In Foundation Stage 3
   3.2 In KS1 and KS2 4
4. Promoting positive behaviour beyond the classroom 5
   4.1 Promotion of self-esteem and social skills 5
   4.2 Moving around the school 5
   4.3 Chill Club 5
   4.4 Expected Lunchtime Behaviour 5
5. Dealing with unacceptable behaviour across the school 5
   5.1 Sanctions in EYFS 5
   5.2 The Traffic Lights System for KS1 and KS2 (see appendix 1) 6
   5.3 Procedures and sanctions for red 7
   5.4 Bullying 7
   5.5 Pupils with Special Education Needs and Disabilities 8
   5.6 Restraining disruptive pupils 8
   5.7 Confiscation of inappropriate items 8
   5.8 Pupils conduct outside the school gates 8
   5.9 Exclusions 9
   5.10 Training 9
   5.11 Parental Concerns 9
   5.12 Monitoring 9

Appendix 1 – Behaviour Table 10
Appendix 2 – Lunchtime Behaviour 11
Appendix 3 – Home/School Liaison and Home/School Agreement 12

1. Policy Statement

Northgate Primary School is committed to providing an education of the highest quality for all pupils. We aim to create a happy, caring and stimulating learning environment in which children can enjoy, achieve and thrive. We seek to create an environment, which encourages and reinforces the highest levels of behaviour. We hope to develop self-discipline and mutual respect for all members of the school and the wider community and encourage a caring, thoughtful attitude towards others.

We believe:

- Everyone in school has the right to feel safe both physically and emotionally
- Everyone in school has the right to be treated with respect
- Everyone in school has the right to learn without distraction
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

The school is committed to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe, fairly treated and valued. Everyone who comes into the school has responsibility for promoting good behaviour by example, showing courtesy, politeness and respect for others. All adults need to manage behaviour effectively to ensure a good and safe educational environment. This requires adults to have a clear understanding of the needs of all pupils.

The School Code, which is displayed throughout the school and in each class, is to ensure that all children understand what is expected of them and acknowledge the responsibility that they have for their own behaviour. This is applied to all areas, times and aspects of school life e.g., in the classroom, around the school building, in the dining hall and in the playground. It is expected that children adopt positive behaviour outside of the school, during off-site educational trips, walking to and from school and demonstrate respect to the local community.

OUR SCHOOL CODE

If we remember the Northgate Code it will make our school a happy place for everyone.

Respect each other
List**e**n
Share
Be **p**olite
L**e**t people learn
Take **c**are of our school
Tell the truth

Consistency of behaviour systems is seen as crucial in maintaining positive behaviour throughout the school

2. Promoting positive behaviour and relationships

Northgate promotes adults creating and forging positive relationships with our children. Establishing these relationships support the needs and rights of everyone in the classroom and around the school to feel safe, respected and valued; to feel they belong. Positive relationships also underpin creating conditions where children and teaching staff can focus on learning free from distractions.

Self-discipline and mutual respect are fostered through the example set by all those who are in the school. All adults are expected to model the positive behaviour we are expecting.

2.1. Teaching good behaviour

At Northgate, pupils are explicitly taught behaviour expectations through the curriculum in the classroom as well as during all other opportunities e.g. break and lunchtimes, in the playground and in the dining room.

Teachers and pupils set their own class rules and clarify school expectations at the beginning of each school year. Teachers may develop their own class methods to reinforce positive behaviour eg; raffle tickets, marbles in jar, dojos etc., as well as using whole school systems.

The PSHE curriculum is regularly used to teach about positive behaviour, which includes;

- teaching specific social skills e.g., sharing, turn taking, listening to each other, how to address people politely, etc.
- teaching strategies for children to solve conflicts peacefully
- teaching specific co-operative and collaborative skills to enable children to work effectively as a member of a group
- agreeing boundaries of acceptable behaviour with all pupils and regularly reminding children of these
- enabling children to recognise, understand and respond to a range of feelings
- developing vocabulary to enable children to express feelings verbally rather than physically
- promoting equal opportunities and instil a positive attitude towards differences
- promoting an ethos of peer support
- ensuring children are aware of the consequences of their negative behaviours, words and actions towards themselves and others
- Helping them realise that they are responsible for their own actions.

Assemblies are also used to reinforce expectations through work on the school values.

2.2. Positive language

Northgate promotes the use of positive language when communicating with children and other members of the school community. Positive language can help establish and maintain high expectations. Through the language adults use with children, we can empower our children to choose and maintain positive behaviours and become the best they can be.

The positive use of words and tone of voice enables children to learn in an engaged, active way. Positive reinforcement is a more effective means of influencing a child's behaviour than negative reinforcement so children learn best when they are encouraged and praised.

Using positive language can help to reduce conflict, improve communication and increase optimism in others. It also can suggest alternatives and choices, and is helpful and encouraging.

3. Rewarding good behaviour and learning

Our reward system acts as a positive reinforcement of good behaviour.

3.1. In Foundation Stage

- We reward good behaviour by:
- Celebrating their achievements at every opportunity.
- Continuously praising children when they behave well and are polite.
- Being given stickers as rewards.
- Having 'Wow moment' stickers that are displayed in the classroom.
- Sharing their learning with their friends, teachers, parents and the Head teacher.

- Having their work displayed in and around the classroom.
- Giving verbal praise.
- Giving written praise in the child's individual Learning Journey (this may include things such as positive comments, stickers, stamps and photos).

Every week a child is awarded 'Star of the week' of the week'. They get to take a certificate home, stand up in Friday assembly and are mentioned in the newsletter.

3.2. In KS1 and KS2

Reward	Given to children who;	Acknowledged when	Rewarded by
House Points KS2 There are four Houses: Normans, Romans, Saxons and Vikings.	Produce good work or display good behaviour	In classroom Total house points are shared in Friday assembly	House Captains collect the information during Thursday playtime. A house reward is given at the end of each term. E.g. non-uniform day or extra playtime for the winning house, decided by the school council
Staying in the green on the class traffic light system	Show consistent good behaviour and work well in class	In Friday assembly	KS1 Golden time A house point for KS2
Achieving gold on the traffic light system	Excellent behaviour or performance	In Friday assembly	A house point
Learning power	Display aspects of the current learning power	Class by a sticker In Friday assembly	Sticker
Learner of the week certificate	Display exceptional achievement in the weekly focus area	In Friday assembly	Certificate A photo on display. Names in the weekly newsletter.
KS1 Table of the week	Awarded weekly to each KS1 class.	In Friday assembly	Sticker
Cloakroom award	One class per key stage. It is awarded for the tidiest cloakroom that week.	In Friday assembly	The winning classes will leave the assembly hall first the following week. KS1 winner can go on the Pirate Ship on Friday break time. KS2 winner across the term will have an extra afternoon play.
Head Teacher's award	Children who show exceptional work	In Friday assembly	A gold sticker
Excellence Award	1 child /class who shows a consistently excellent attitude to learning.	At the end of each term.	Tea and Cake with the SLT. Certificate to parents.

4. Promoting positive behaviour beyond the classroom

4.1. Promotion of self-esteem and social skills

The Pastoral leader will support children with behaviour needs and work with them, their teacher, and their families to develop positive behaviour. She supports targeted children, chosen by the Senco with self-esteem and social skills programmes.

Giving children responsibility helps to build up their self-esteem. Older children are given the responsibility of looking after younger ones as reading buddies and play leaders at lunchtimes. Year 4 and 5 children receive training to become play leaders. This enables them to take an active role in supporting children with activities at lunch times, which helps to promote positive lunchtime behaviour. The play leaders act as role models for the younger children.

4.2. Moving around the school

Children should walk sensibly in single file around the building and keep to the left of corridors.

When children enter and leave the assembly hall, corridors are patrolled and good behaviour is rewarded. The children should use quiet voices when moving around inside the school. The children should be encouraged to value and care for displays around the building.

4.3. Chill Club

Northgate recognise that some children with challenging behaviour may need additional support to cope with the lunch times, which are unstructured. If a child presents with persistent disruptive behaviour at these times, the school may consider implementing a 20/20/20 system to enable these times to be positive and successful. The child would spend 20 minutes eating lunch, 20 minutes supervised in the library suite and then 20 minutes outside in the playground. This will be reviewed as positive progress is made.

4.4. Expected Lunchtime Behaviour

MSAs may give out tokens, stickers and house points for good behaviour and the class teacher will be informed to add praise. If a child exhibits poor behaviour during lunch time they follow the given school lunchtime procedures. (See in appendix 2)

5. Dealing with unacceptable behaviour across the school

All children need to understand that everyone has a right to learn and to be safe and secure in school, and no one has the right to deny this to others. Therefore, unacceptable behaviour will be dealt with quickly and calmly. However, it must be understood that it is the behaviour that is the issue, not the child, and the child should be given every opportunity to improve and to make amends for the unacceptable behaviour.

Consequences need to be clear, effective and consistent. Make it clear to the child that they have chosen to break a rule.

5.1. Sanctions in EYFS

In nursery, children reflect on their behaviour with an adult as a learning opportunity. At times, children have reflection time away from others.

Sun, Rainbow and Cloud behaviour system used in Reception:

- All the children start the day in the sun. If a child breaks a rule from the school code they are given a warning and an adult will speak to them about their behaviour.
- If they break a rule again, then their name is moved to the white cloud. They then miss a proportion of their 'Sparkle Time'. The length of time of this depends on the severity of their behaviour. The parents/carers will be informed at the end of the day/pick up that day if they have been in the cloud.
- If they break another rule and they are already in the cloud, their name is then moved to the rain cloud. This may mean they miss some more sparkle time or have to see SLT depending on the severity of the action.

- Conversely, if a child does something really well (a good piece of work, good listening etc.) then they go into the rainbow and they receive a rainbow sticker. The parents/carers will be informed at the end of the day/pick up that day if they have been in the cloud.

5.2. The Traffic Lights System for KS1 and KS2 (see appendix 1)

The "Traffic Light" system is used in KS1 and KS2 to promote, support and recognise good behaviour. The traffic light system acknowledges and rewards the good behaviour of most children and establishes a set of consequences for children who choose to break a rule.

Gold Star In KS1 & 2 each class has a gold star.	In KS1 and KS2 children are placed in the Gold Star for exceptional work. Children who are in the Gold Star stand up in Friday assembly.
Green	**All names are in this circle each morning**
Yellow This is for low level disruptive behaviour. If a child misbehaves, before they go into yellow, he/she will be given a verbal warning **KS1** If a child persists with low level disruption they will miss 5 minutes/10 minutes of their Golden time. However, children can win back time for sustained good behaviour across the week **KS2** If a child persists with low level disruption they will miss: 5 minutes/10 minutes of their next playtime. This can be won back by good behaviour in the day.	***Examples.*** • Calling out • Disturbing other children's learning • Talking whilst others are talking • Playing with equipment • Making noises eg humming, tapping pencils • Running in the corridor • Swinging on chairs • Minor playtime squabbles • Wandering around the classroom
Amber If a child persists with disruptive behaviour they will placed in amber.(ie already been in yellow 3 times in a day) On some occasions, for more serious behaviour without malicious intent that the class teacher has dealt with, a child may go straight to the amber **KS1** The child will miss their next morning or afternoon playtime and golden time for that week. **KS2 The** child will miss their playtimes for the whole day (morning and lunch (and complete the 5 Ws (See appendix 4) and letters of apology as appropriate in KS2. They also lose their house point. KS2 children will complete the 5Ws during the playtime they are missing. All children will carry out a restorative justice session.	***Examples of behaviours that would mean a child goes straight to amber*** • Name-calling • Deliberately spitting at someone • Throwing something small in anger eg rubber • answering back • Playtime 'fight' where no one was hurt. • Spoiling someone's work • Refusing to follow instructions • Breaking property on purpose eg ruler • Lying to an adult for an extended period. No discussion needs to take place. Names are returned to green at the start of the next day. If a child goes into amber twice in a week, the parent is contacted by the class teacher. A Home/School link book could at this stage be introduced in order for parents to support sanctions and to work together with the school to help the pupil improve their behaviour
Red **If a child's behaviour is serious enough to be seen by a member of the SLT they will go immediately into the red. These will be actions with malicious intent.**	**Examples of when a child may go into Red:** • Deliberate aggressive behaviour - punching, kicking, biting, swearing either to adults or children. • Threatens to harm others • Wilful vandalism of property

KS1 & **KS2 The** child will miss their playtime and lunchtime to 3 consecutive days. They will also eat separate from their year group. Children will complete the 5ws on the first day. All children will carry out a restorative justice session following the event.	• Abusive language • Use of profanity or pejorative language • Throwing objects to hurt others • Harming themselves or others • Stealing • Bullying, including prejudice-based and discriminatory bullying including racism, homophobia/transphobia

5.3. Procedures and sanctions for red

1. In the event of a child physically hurting or using aggressive/inappropriate behaviour towards their peers or a member of staff, the child will be removed from the classroom/playground and sent to a member of the SLT, MLT or the pastoral leader.
2. A member of the SLT will meet with the child/children. To clarify what has happened the child will fill out the 5ws form and the person dealing with the incident will record the relevant information on the reverse of this. Where appropriate, extra information is recorded such as triggers. Where it is perceived to be child on child abuse, a sexulalized behaviour incident or internet safety incident the appropriate form will be completed. (see relevant policies)
3. This will be stored under the child's name in the approrariate file kept in the Head teacher's office..
4. Appropriate sanctions will be implemented.
5. Parents will be informed by the SLT, MLT or if not available pastoral support worker.
6. The class teacher or appropriate adults will record all red and amber incidents on the system.

Number of red in a half term	Playtime/ lunchtime sanction	Classroom sanction
1	Individual outdoor playtime and appropriate indoor activities for 3 days	
2	Individual outdoor playtime and appropriate indoor activities for 3 days	CT to meet with parents to discuss strategies to prevent more incidents
3	Individual outdoor playtime and appropriate indoor activities for 3 days	1 day internal exclusion A behaviour support plan is put in place.
4	Individual outdoor playtime and appropriate indoor activities for 3 days	3 day internal exclusion
5	Individual outdoor playtime and appropriate indoor activities for 3 days	5 day internal exclusion
6	External exclusion	

This procedure will be followed only if reliable evidence is available to support the decisions and all external exclusions are at the discretion of the head teacher.

5.4. Bullying

Bullying' is defined as behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally. It can take many forms, but the four main types are physical (e.g., hitting, kicking, theft), verbal (e.g., name calling, racist remarks), indirect (e.g., spreading rumours, excluding someone from social groups) or cyber bullying (e.g., using social media and technology). Bullying is not tolerated at Northgate and parent/carers and pupils are strongly encouraged to report bullying to the school so that we can act immediately to stop any further occurrences of such behaviour and support can be put in place for both the perpetrator/s and victim/s. Within the curriculum the school raises the awareness of the nature of bullying through PSHE, assemblies, anti-bullying week and subject areas as appropriate to educate and eradicate such behaviour.

Please refer to the school's 'Anti-bullying Strategy'.

5.5. Pupils with Special Education Needs and Disabilities

Northgate acknowledges for some children, following school's behaviour expectations are beyond their current developmental level or they have additional needs (met/unmet). In this case, these children will have access to a bespoke positive behaviour and support plan, which may include carefully planned rewards and sanctions to reinforce positive behaviour.

The particular needs of these children will be discussed with the teacher and Senco and an individual behaviour plan will be drawn up. The Senco may seek advice from other professionals, eg. An Educational Psychologist, in finding effective strategies.

Children who have difficulty in controlling their anger need to be given clear channels for their aggression. It is unrealistic to expect these children never to get angry, but it is unacceptable justification for hitting someone. The children need to know that if they are beginning to lose control, then they should seek help immediately. Talking things through with a sympathetic adult or just having some time alone can often diffuse the situation. Any child that does manage to seek help before taking out their anger on another child should be given a lot of praise and encouragement in order to reinforce the positive action taken.

5.6. Restraining disruptive pupils

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Please refer to the school's Restraint and Physical Intervention Policy.

"Physical intervention" is a last resort and used only when one of three specific conditions exist:

- the young person is causing harm to themselves;
- other people are being endangered by the child's behaviour;
- There is likely to be serious damage to property.

5.7. Confiscation of inappropriate items

The law enables school staff to confiscate, retain or dispose of a pupil's property as a punishment so long as it is reasonable in the circumstances. Weapons, including knives will be handed to the police.

5.8. Pupils conduct outside the school gates

On rare occasions, teachers may need to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable.'

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school

Or when the behaviour:

- Could have repercussions for the orderly running of the school
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Is of a bullying nature

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under lawful control of the staff member. If incidents of concern happen outside the school promises, the parents will be contacted.

5.9. Exclusions

In the event of serious and/or sustained incidents of poor behaviour a child may be given a fixed term exclusion. The school follows the DfE guidance 'Exclusion from maintained schools, academies and pupil referral units in England' and Hertfordshire's County Council document 'Exclusion Guidance Supplement' which sets out clear procedures in the event of an exclusion.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

Where a child is considered to be at risk of permanent exclusion, the school will seek support from the Hertfordshire Behaviour Support Team.

5.10. Training

Northgate staff receive training in positive behaviour management so that a consistent approach is adopted throughout the school ensuring that all children are treated respectfully and fairly. Specific members of staff have been trained in Restrictive Physical Intervention and Positive Handling should this be necessary.

5.11. Parental Concerns

If a parent requests a formal meeting to discuss another child's behaviour with a teacher/ member of SLT, their concerns will be recorded and monitored.

5.12. Monitoring

Behaviour is monitored on a termly basis by the SLT & Governors. All bullying, prejudiced based behaviour incidents are logged and reported to governors on a termly basis.

Relationship with other relevant policies:	**Legislative links:**
• SEND Policy • Teaching & Learning • Anti-Bullying • Child Protection • Attendance • PSHE • Exclusion Policy/Guidelines. • Restrictive Physical Intervention In Schools • Sexualised incidents policy	Education Act 1996 School Standards and Framework Act 1998 Education Act 2002 Education & Inspections Act 2006 School Information (England) Regulations 2008 Equality Act 2010 The Education Regulations 2014 Education Act 2011 Schools regulations 2012 The school behaviour (determination and publicising of measures in Academies) regulations 2012

Appendix 1 – Behaviour Table

Traffic light	Examples of behaviour	Actions	Sanction	Information for parents/carers
Gold star	Exceptional work/behaviour	Name moved up on classroom circle Stand up in Friday assembly 5 house points.		.
Green	Following the school code	Hands up in Friday assembly 1 house point		
Yellow	Low level disruptive behaviour eg calling out/disturbing others etc.	Verbal warning given Name moved down. Can be earnt back before sanction for good behaviour	KS1 Miss Golden time for 5/10 mins KS2 miss playtimes for 5/10 mins	Informal discussion between class teacher and parents if on-going
Amber	**Persistent disruption/ talking/calling out etc.** **Or 1 off more serious offences/inappropriate reaction without malicious intent** Eg name-calling, Answering back, deliberate spitting, throwing rubber etc in anger. Playtime 'fight' where no one is hurt. Swearing (not directed towards someone)	Discussion with pupils/ circle time 2x in wk contact parents/carers Restorative Justice Name / incident logged in on Sims (plus individual behaviour book if applicable)	KS1: Miss golden time and next morning or afternoon playtime. KS2: Miss playtimes for one whole day Complete 5 Ws sheet	Parents informed by class teacher where necessary
Red	**Actions with malicious intent eg** Deliberate aggressive behaviour eg punching, kicking, biting, swearing. Threatening behaviour/ language Wilful vandalism of property Abusive language Throwing furniture/objects to hurt others Stealing Bullying including prejudice-based and discriminatory bullying including racism, homophobia/transphobia	Seen by SLT. Name / incident logged in on Sims (plus individual behaviour book if applicable) Behaviour plan after 2nd red in a half term Restorative Justice	Sanction vary depending on number of times in red in a half term Eg Miss playtime and lunchtime for 3 days and eating with different year group See procedures for red (pg. 7) Complete 5 Ws sheet Name / incident logged in on Sims	Parents informed Governors informed in termly report by Head teacher

Appendix 2 – Lunchtime Behaviour

Traffic light	Examples of behaviour	Actions	Information for teachers
Green	Good behaviour Following the school code	Praise Stickers given	
Yellow	Talking whilst others are talking Playing inappropriately with equipment Running in the corridor Minor playtime squabbles Pushing /shoving Making faces Going where not meant to outside Tripping someone up	1.Verbal warning given 2. 5/10 /15 minutes time out against the wall	Inform class teacher if miss golden time/playtime
Amber	Persistent low level disruption at lunchtime etc.so child already missed 15 mins playtime Or 1 off more serious offences/inappropriate reaction without malicious intent eg Name-calling, Answering back, Deliberate spitting, throwing food at others Throwing equipment etc in anger. Playtime 'fight' where no one is hurt.	Inform the child this behaviour will mean they go into amber Child has time out for 20 minutes Restorative Justice	Teacher is informed of the behaviour and puts the child into amber
Red	**Actions with malicious intent** Punching/kicking/biting etc. Throwing furniture/objects to hurt others Vandalism Swearing (towards somebody maliciously) Stealing Bullying including prejudice-based and discriminatory bullying including racism, homophobia/transphobia	Send child to SLT. Restorative Justice	Inform class teacher and/or pastoral worker

Home/School Agreement

Introduction

Northgate welcomes and encourages parental involvement in the school to achieve its educational aims, providing an ordered, stimulating and challenging learning environment so that the children are able to develop their full potential within a safe, supportive and caring community.

1. The Family

I/we will:

a. ensure my/our child arrives at school on time and properly equipped and does not miss lessons through unnecessary absence;

b. let the school know about any concerns or problems that might affect my/our child's work or behaviour;

c. support the school's policies and guidelines for behaviour;

d. support my/our child in homework and other opportunities for home learning;

e. attend parents' consultations and discussions about my/our child's progress;

f. get to know about my/our child's life at the school.

2. The School is committed to:

a. contact parents/carers if there is an ongoing problem with attendance, punctuality or equipment;

b. let parents know about any concerns or problems that affect the child's work or behaviour;

c. send home annual written report;

d. provide and monitor homework appropriate to the age group and needs of the child;

e. arrange parent consultations during which progress will be discussed and, where appropriate, give guidance on how parents can help their child at home;

f. keep parents informed about school activities through regular newsletters home and other appropriate media;

g. provide opportunities which enable parents to become involved in school life.

3. Together we will try to:

a. support the child's learning to help them achieve their best;

b. encourage the children to follow the School Code;

c. work towards creating an environment, which is safe for the children to travel to and from school.

Signed ..... (Parent/guardian)

Signed ..... (School)

Name: Class: Date:

Time to consider the 5 Ws:

What I did

Why I did it

Which rule I broke

Who was affected by my actions and how

What can I do to make it right

Appendix 5: Behaviour Policy: Coronavirus Ad

---

1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1. New rules

When pupils are in school, we expect them to follow the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the Headteacher, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

- Staggered arrival and departure times, maintaining social distance at all times
- Regular handwashing and sanitising
- The use of group bubbles
- Follow advice on sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching mouth, nose and eyes with hands
- Tell an adult if they are experiencing symptoms of Coronavirus
- Use of zones for bubbles during breaks
- Allocated use of toilets
- Not to cough or spit at or towards any other person

3. Expectations for pupils at home

3.1. Remote learning rules

If pupils are not in school, we expect them to follow the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact the Headteacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Be contactable during required times
- Complete work to the deadline set by teachers
- Seek help if needed, from teachers or teaching assistants
- Alert teachers if not able to complete work
- Use proper online conduct, i.e. using appropriate language in messages

4. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy