



**Wormholt Park School
Autumn 2020**

***Behaviour Management Policy
Anti-Bullying Policy
Statement of Behaviour Principles***



Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Introduction

This document is a statement of the aims, principles and strategies for behaviour management at Wormholt Park School.

This policy is freely available on the school website and hard copies are available on request from the school office.

Aims of the Behaviour Management Policy – Statement of Behaviour Principles

This policy aims to ensure that:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, parents and staff
- Pupils are helped to take responsibility for their actions
- The school has a positive, supportive ethos that supports personal as well as academic development for all children

School Organisation

- The school year is organised effectively for the children to excel and to minimise behaviour problems
- The school environment is organised for the children's safety and pleasure so behaviour problems are avoided

Parents and Governors

- Parents are involved effectively in understanding the positive attitude to behaviour and helping with issues
- School governors are involved effectively in helping to support the school in its quest for excellence and help to resolve any areas of concern

Staff

- There is collective responsibility for behaviour management within the school
- Staff are able to acknowledge difficulties and ask for help
- There is good communication between staff and an acknowledgement of success
- Staff roles in relation to behaviour management are clearly defined. They support the key relationship between the class teacher and pupil
- There are agreed and effective school procedures for behaviour management. All staff are aware of these procedures and make use of them as appropriate
- Supporting agencies are used effectively

Rules and Reinforcement

- The four school rules are directly related to children's rights
- Staff and children clearly understand the school rules and their class charters.
- The rules are appropriate and consistent
- The rules are communicated effectively to the children, parents, governors etc.
- Staff have a clear understanding of the range of rewards that can be used. They are used consistently and effectively
- Staff have a clear understanding of the range of sanctions that can be used. They are used consistently and effectively

Class organisation

Early Years

Nursery

Oslo and Ottawa - Reception

Key Stage 1

Havana and Harare - Year 1

La Paz and Lima - Year 2

Key Stage 2

Washington and Wellington - Year 3

Atlanta and Athens - Year 4

Tokyo and Toronto - Year 5

Santiago and Salvador - Year 6

The standard number at the school is sixty children per class apart from the Nursery, which ranges from a standard number of 26 to 52, depending upon place demand.

We arrange the classes for the Early Years on the ground floor for reasons of ease of access for children and parents. All our classrooms are double areas to allow for full access to the curriculum and ease of movement for children. This space allows children to work undisturbed by the movement of others. Classrooms are organised to ensure as clear a passage of movement as possible for children.

The school year

Our school year is divided into three terms – Autumn, Spring and Summer. We follow the dates for terms as directed by the Education Authority. The children have 190 days in school per year.

Structure of School Day

8.45 a.m. Registration and classes start

10.15 a.m. Assembly, whole school or separate KS1 and KS2

10.30 a.m. Morning play

10.45 a.m. Lesson time

11.30 a.m. Early Years Lunch

12.00 p.m. Key Stage 1 lunch break

12.30 p.m. Key Stage 2 lunch break

1.15 p.m. Lesson time

3.00 p.m.School ends.

Levels of supervision

Children may start to arrive in the school playground from 8.30am onwards. Children are not allowed into the school building before school. EYFS and KS1 parents are required to stay with their children until the start of the school day. Senior staff are on duty from 8.30am. Children gather in the playground and line up in designated areas according to their class. Class teachers come to the playground at 8.40am and once the bell is rung at 8.45 am, teachers escort their class to the classroom. Children are expected to enter the building in a quiet and orderly fashion to start the school day.

The children are always supervised during the school hours of 8.45am - 3.00pm. Senior staff are in the playground before and after school every day to be available for parents and children.

The pupil teacher ratio in class is approximately thirty children to one teacher. All classes have extra support staff according to the need of the class and the age of the children.

Morning play is from 10.30am to 10.45am. There are at least two teaching staff and at least ten support staff in the main playground and at least three staff in the Reception playground. Children are collected from the playground by their class teacher. If it is raining all support staff take their break between 10.15am-10.30am so they can supervise from 10.30am- 10.45am thus ensuring that teaching staff can at least have a convenience break.

Early years have a lunch session starting at 11.30am.

From 12.00pm-12.30pm when Key Stage 1 children eat lunch, members of the teaching staff are on duty as well as teaching assistants. In the lunch hall at 12.30pm the head teacher, Deputy and Assistant Head are on duty while Key Stage 2 children eat their meal; teaching assistants are in the playground.

School buildings and environment

The buildings are checked regularly by the Head, the School Business Manager and the Facilities Manager. Cleaning is regulated and monitored by site care and our contracts monitoring officer. The Facilities Manager meets with the School Business Manager every morning to discuss issues concerning Health and Safety or daily maintenance. The health and safety policy is reviewed by the governors annually.

Teachers are responsible for display in their classrooms and around the school. These displays help to provide an aesthetically pleasing atmosphere that enhances the environment. They are of an educational nature on an aspect of the curriculum.

Rules and Reinforcement

Discipline - a sensible and consistent approach to discipline will provide security for children and increase their opportunities for development and learning.

Children, parents and all staff should know the school rules and the reasons for them, and what consequences there will be for those who infringe them. They should know what the school expects and what will happen when behaviour falls below an acceptable level.

Discipline is the shared responsibility of all staff, both teaching and non-teaching. A well-ordered school depends on good relationships with children, parents and other staff. Children are encouraged to develop self-control. The ethos of equality and respect is implicit within the school's philosophy. The school has an expectation that teachers, staff, parents and children will all adhere to this premise.

Staff will support each other in order to ensure that the policy is consistent. Another member of staff will at times support a colleague if a child is displaying inappropriate and challenging behaviour. Incidents of this nature will not be ignored as this could be interpreted as condoning this type of behaviour.

School Rules

There are four school rules, which link directly to children's rights. These rules need to be understood and agreed by all.

At our school, everybody:

1. ***Has the right to feel happy, safe and secure at all times***
2. ***Has the right to learn and play without disruption from others***
3. ***Has the right to know that bullying is unacceptable and will be dealt with***
4. ***Has the right to be listened to and treated fairly***

The following statement is displayed around the school and supported by our Race and Equality Policy:

WORMHOLT PARK SCHOOL SEEKS TO PROMOTE EQUAL OPPORTUNITIES FOR ALL CHILDREN, STAFF, PARENTS AND VISITORS. EVERYONE ON THE PREMISES IS EXPECTED TO TREAT OTHERS WITH RESPECT.

RACIST, SEXIST, HOMOPHOBIC, ABUSIVE AND OFFENSIVE LANGUAGE OR BEHAVIOUR IS NOT ACCEPTABLE. ANYONE ACTING IN THIS WAY WILL BE ASKED TO LEAVE THE SCHOOL.

Harassment

This is defined as any form of behaviour which has the effect of intimidating, ridiculing and undermining the confidence of a person/child or group because of their gender, race or ethnic background, because of their disability or because they are lesbian or gay.

The stages of behaviour management will be applied to incidents of harassment depending on the gravitas of the incident and the age of the perpetrator. Given the age of the children at this school - 3 to 11 - consideration will be made as to the appropriate action necessary.

Bullying

Bullying is unacceptable behaviour used by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally.
In other words, 'unacceptable behaviour which occurs lots of times, on purpose.'

The school staff are alert, aware and sensitive to this issue. This definition of bullying is discussed with children and parents when their child enters the Early Years Foundation Stage,

so that a common understanding is reached. Parents, pupils, governors and staff should be assured that the systematic humiliation of a child by its peers will not be tolerated. There is early intervention by staff at any sign of this type of behaviour to ensure any abuse does not escalate. If it is considered to be appropriate, parents of both the victim and the perpetrator will be informed. A separate anti bullying policy has been agreed as an appendix to this document.

Class Rules/Charter

At the start of every academic year all children draw up an agreed a set of rules/charter for their class. These charters support our Rights Respecting School Level 2 award and consider the whole school community. Pupils share their class charters in a whole school assembly which are then displayed in their classrooms.

Rewards

The following is a list of rewards that a child may receive – it is not exhaustive:

- Teacher gives praise either written or verbal
- Teacher gives public praise
- Good sample of work sent home
- Child is given sticker/star/dojo points
- Child is given special responsibilities
- Teacher tells parent – verbal/phone/text
- Child shows work to another class
- Child shows work to SLT
- End of half term certificate from Head
- Special work boards.
- Achievements shared and celebrated in whole school Monday or Friday assemblies
- Key Stage 1 and 2 special achievement assemblies once a week

Time for reflection

Quiet space - this area is offered to children as a place and time to reflect on their own actions or behaviour. Children may incorporate this as a personal strategy and may take themselves to the designated quiet area of the classroom when they feel unable to cope, or when directed by their teacher. This strategy is encouraged by staff as a positive method to promote behaviour management. The naming of this strategy may vary according to Key Stage. The interpretation of this time will be explained to children at the start of every school year.

Stages for behaviour management - classroom

In all aspects of behaviour management teachers will use their own discretion as to when to contact parents. The stages below are for guidance. Depending on the situation a certain stage may be missed.

Stage 1- Warning about behaviour given

- Child displays inappropriate behaviour
- Child given a verbal warning

Stage 2 – Time for Reflection

- Child displays inappropriate behaviour again
- Child is asked to go to the designated TFR area for an age appropriate given period of time (approximately age of child in minutes as a maximum)
- Teacher then speaks with the child to ensure the child has reflected and understood the significance of their actions.

Stage 3 – Go to classroom of peer teacher

- Child displays inappropriate behaviour again
- Child is asked to move into the peer teacher's classroom for a fixed period of time (approximately age of child in minutes as a maximum)
- Teacher then speaks to the child to ensure the child has reflected and understood the significance of their actions.

Stage 4 – Go to a different year group (designated person)

- Child displays inappropriate behaviour again
- Child is asked to go to a different teacher for a fixed period of time (up to double their age in minutes as a maximum)
- Child is sent (escorted if necessary) to a different teacher
- Teacher then speaks to the child to ensure the child has reflected and understood the significance of their actions.
- Parents informed if appropriate

Stage 5 – Go to a member of the SLT (AH or DH)

- Child has been through the above stages on one or more occasions
- Child is sent (escorted if necessary) to AH or DH for a fixed period of time (this can be until end of the lesson)
- AH or DH speaks to the child to ensure the child has reflected and understood the significance of their actions.
- Child is returned to class.
- HT informed
- Parents informed by class teacher

Stage 6 – Behaviour Targets Set (AH and DH make this decision)

- Child has been through all the previous stages and continues to display inappropriate behaviour
- Class teacher and AH and DH set targets and support plan agreed (e.g. ELSA, Art Therapy)
- Class teacher, AH and DH and child monitor targets.
- HT informed; incident recorded in behaviour log as appropriate
- Parents informed

Stage 7 – Child sent to Head Teacher

- Child has been unable to meet targets/ inappropriate behaviour continues
- Child is sent to HT
- HT discusses the seriousness of the situation.
- Parents informed by HT

Stage 8 – Exclusion (HT and SENDCO)

- Child has been unable to meet targets/ inappropriate behaviour continues
- HT and SENDCO discuss
- Discussion with parents

- Child given fixed term or permanent exclusion
- Further support identified

Stages for behaviour management - Playground

The playground should be managed in a consistent manner and all children should be expected to line up when the bell goes at the end of playtime so their teacher may collect them in an orderly fashion.

Stage 1- Warning about behaviour given

- Child displays inappropriate behaviour
- Child given a verbal warning

Stage 2 – Stand with me

- Child displays inappropriate behaviour again
- Child is asked to go to stand next to an adult (approximately for half child's age in minutes)
- Adult then speaks with the child to ensure the child has reflected and understood the significance of their actions and child returns to playing

Stage 3 – Time for Reflection

- Child displays inappropriate behaviour again
- Child is asked to go to the designated TFR area for a given period of time (approximately age of child in minutes as a maximum)
- Staff member then speaks with the child to ensure the child has reflected and understood the significance of their actions. Staff member informs the Class Teacher at the end of the play time.

Stage 4 – Go to a member of the SLT (AH or DH)

- Child has been through the above stages on one or more occasions or is non compliant
- Child is sent (escorted if necessary) to AH or DH for a fixed period of time. Staff member to call for AH or DH if child is uncooperative
- AH or DH speaks to the child to ensure the child has reflected and understood the significance of their actions.
- Child may miss some of the following playtime as a consequence for their actions

Depending on the seriousness of the incident certain stages may be missed out and the HT and parents informed immediately.

The school has an inclusive philosophy and aims only to reach Stage 8 if all other options have been explored.

Reasonable Force

At Wormholt Park School the use of physical force is rarely used and only in extreme cases, usually only when a pupil is violent and threatening the safety of other children, themselves, or

staff. Another example might be when a child is causing physical disruption, the class has been removed and the child's negative behaviour continues, affecting the education of other children.

Teaching staff are by law allowed to intervene – see [Keeping Children Safe in Education 2020 - Part one](#)

However, at Wormholt park School, only staff who have received appropriate training will be involved in such incidents.

All Key Stages

As the Early Years and KS1 teachers tend to see the children's parents daily, letters are not usually sent home concerning behaviour unless a parent is not seen or fails to attend an arranged meeting. At Key Stage 2 parents are contacted when school sanctions fail and depending upon the severity of the incident. Our SENDCO works with children who are in danger of becoming disaffected. The class teacher, SENDCO and the HT identify this group. Home school liaison will be used to support the parent and child.

Complaints with reference to a child by a parent

- Communicated to class teacher - available after 3 p.m.
- Communicated to one of the senior leadership team
- Communicated to Head - if not available, an appointment can be made through the school office
- Communicated in writing to the Chair of Governors via the school office

Exclusion

The school follows national and local authority guidance relating to fixed term and permanent exclusion. For more information, please follow this link:

[ACE reference manual | LBHF](#)

Parents/adults on site

The school office will admit and assist any parent who wishes to enter the school after the gates are closed.

Parents are encouraged to understand that they are a parent of one child but a stranger to another.

From time to time parents are reminded that the school premises are not public property and parents do not have right of access without the express permission of the HT. They also do not have the right to remain on school property after children have entered their classes unless they have an appointment concerning their child.

At the end of the school day parents waiting to collect children will be allowed onto the site at 2.50pm.

All staff have enhanced Disclosure and Barring Service vetting checks, regularly reviewed and renewed.

Contact with parents/ carers

Individual parents' meetings are held twice a year for parents to come in and talk to teachers. They are held in the Autumn and Spring terms and we encourage all parents to attend.

Parents can speak to class teachers at the end or start of the school day. Parents are urged to make an appointment with an individual teacher if they wish to discuss their child but are unable to attend meetings after school. Senior staff are always in the playground at the end of the school day so they can be available to parents or children.

A regular newsletter, emails and texts are sent home to parents with items of information. Teachers send home letters relating to particular issues affecting their class. The school website has regularly updated information and all newsletters and trip letters:
www.wormholtparkprimary.co.uk

Children may drop in to see the HT at any time to share good work or discuss anything that might concern them. SLT are very accessible to children and are always available to listen to the personal concerns of a child.

Involvement of other agencies

The school accesses an extensive range of external services to support children's educational, mental health and social development and to support families when needed. It allocates funding to employ in-house Art Therapists, a dedicated Emotional Literacy Support teacher, a Family Practitioner, Speech and Language therapists and additional Educational Psychology sessions, amongst others.

Equal Opportunities

All children, regardless of gender, race or ethnicity, their disability or sexuality have a right to just, fair and consistent treatment, which promotes positive attitudes and behaviour. All staff and children in and outside the classroom are expected to treat others with equity and respect.

Support for Teachers

All teachers shall be responsible for the behaviour of the children in their class, outlined in their job descriptions. Teachers will be supportive to each other. As professionals they can consult with other colleagues on issues of classroom management and organisation. The SENDCO and SLT are available to offer strategies for working with individual children.

During lunchtime, the support staff have a responsibility to inform class teachers if they are aware of an incident which might spill over into the classroom or is likely to continue after school.

A daily bulletin is displayed on the school calendar in the staffroom every morning for all teachers to be aware of visitors and significant times during that particular day. The SLT report who is absent and the arrangements for cover. The playground and lunch time duty rota is displayed in the office and around the school.
All staff have a shared responsibility for discipline within the school.

Teaching and learning

Teaching methods alter according to the subject and the needs of the children. A teacher has several different options as to the most suitable way to deliver the curriculum; whole class, groups or individually. Sometimes the learning will be active and investigative, at other times the children will be working on their own individual piece of work. The teacher always encourages cooperation and collaboration. Sometimes cooperative learning will be a focus so that children can develop a sense of the class as a community and the need to be supportive to others.

There is an expectation that every child will thrive at Wormholt and their needs are paramount to all staff. This policy and the rules of the school are clear in that they expect every pupil to make a positive contribution during their time at the school. Teachers differentiate tasks in order to cater for the range of abilities within the class. These are planned so there is scope for children of all abilities to extend their achievements.

Children's work is marked in a supportive and developmental way. Comments are made that are positive rather than negative to enhance a child's self esteem. The teacher and child will discuss the work so the child can understand what they need to develop. For details of this process, please see the Feedback and Marking Policy.

At the end of every year a record of achievement is compiled for all children. This end of year report contains comments by the teacher on all aspects of the curriculum and the child's development and is shared with parents/carers.

Extra-curricular Opportunities

Children are offered the opportunity to go on a residential school journey in Year 6. This develops a child's independence, self-reliance and self-confidence.

The school currently offers over twenty before and after school clubs following a range of academic, pastoral and sporting pursuits. These are funded by the school and details are available on the school website.

Trips to museums, galleries and theatres are regularly organised for children. The journeys are often times for children to develop an awareness of a larger society.

There is a breakfast club daily at 0745.

Wormholt Park School Anti-Bullying Policy

This document complements the structure of the behaviour policy, impacting on the school ethos that limits the occurrence of bullying. It will be reviewed within the same cycle as the behaviour policy and supports the school e-safety policy.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally.

In other words, 'unacceptable behaviour which occurs lots of times, on purpose.'

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet , including email & social media^[1] Mobile threats by text messaging, 'sexting,' misuse of associated technology, i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

At Wormholt Park we have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated
- This policy is on the school website for all parents/ carers to access

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. All staff / parents should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- toileting issues
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

- Child or their parent report bullying incidents to staff
- The stages of the behaviour policy as sanctions will be applied
- Incident logged on CPOMS

Outcomes

- The stages of the behaviour policy will be applied according to the gravity of the situation
- Pupils will be reconciled where possible
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

Prevention

- The school has an established set of school rules. These are shared with all new reception parents
- All classes devise their own class charter at the start of the year which are shared with the whole school and displayed in their classes
- PSHE sessions are delivered in all classes
- The leadership team and SENDCO supports victim and the child who has harmed them as appropriate

HELP ORGANISATIONS:

A full list of support groups can be found by following this link:

<http://www.bullyonline.org/schoolbully/links.htm>

Stages for Behaviour Management

Classroom Stages

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Verbal Warning Two reminders and a warning.	Time for Reflection Set period of time.	Time for Reflection in the same year group. Go to peer teacher. Set period of time.	Go to the year group above. Take learning. Set period of time. Parents informed if appropriate.	Go to a see Ms Osta or Ms McNiffe Parents informed by the class teacher.

Stages for Behaviour Management

Play and Lunchtime Stages

Stage 1	Stage 2	Stage 3	Stage 4
Verbal Warning Two reminders and a warning.	Time for Reflection Stand with an adult.	Time for Reflection Reflection Bench	Go to Ms Osta or Ms McNiffe Parents informed by class teacher



At our school, everybody:

1. *Has the right to feel happy, safe and secure at all times.*
2. *Has the right to learn and play without disruption from others.*
3. *Has the right to know that bullying is unacceptable and will be dealt with.*
4. *Has the right to be listened to and treated fairly.*

This policy will be reviewed every year or earlier if necessary.

Wormholt Park Primary School



Behaviour Policy Addendum

Autumn 2020

Background

This addendum applies until further notice.

These are exceptional circumstances in a time of great anxiety. The purpose of this addendum is to support the challenging time of transition back to being in school again. The school life that staff and children operate in normally will be changed and a different norm will require different behaviour rules and expectations to ensure we are all kept safe and healthy.

It is vital that children are made aware, in age appropriate ways, of the importance of following the health and safety rules to minimise the risks of spreading the Covid-19 virus.

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

There may be amendments or additions to this addendum as circumstances or official guidance changes. Any changes will be communicated to staff, parents and pupils.

Expectations for pupils in school

When pupils are in school, we expect them to follow all of 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 Head or Deputy Head 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.

Hygiene:

Children must follow these points

- Wash/sanitise hands regularly as advised by staff
- Remain in year group bubbles at all times inside and outside
- Not share any food at lunchtime
- Not to share any resources in the classroom and keep their personal resources safely in their zip wallet (not Y1/EYFS)
- Not to cough or spit at or towards any other person
- Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Telling an adult if they are experiencing symptoms of coronavirus
- Put disposable face mask in allocated bin on arrival

Altered routines for arriving or leaving the school

- Sit quietly in class line, while waiting to be picked up
- Don't leave until a member of staff has instructed
- Stay with parent/carer in the playground once picked up
- Socially distance from other year groups in the playground

Play times/Lunch-times

- Remain in Year Group Zone at all times
- When the bell rings for the first time, stand still. Second time, walk calmly to line in zone
- Do not cross another year group bubble

Class time

- Behaviour expectations in class remain unchanged. The stages of the behaviour policy will be followed but Stage 4 will be skipped at this time to avoid children crossing bubbles

Moving around the school

- When moving around the school, do so quietly and calmly. If you see a child from another younger year group, stop and wait for them to pass

Children who follow these rules will be mindful of others, respectful of others and thoughtful about how their actions impact on those around them.

Children who don't follow these rules, will be advised and reminded by a member of staff.

Expectations for pupils learning at home

If pupils are not in school, we expect them to follow the points below.

Parents should contact the Head or Deputy Head 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.

- Complete work set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

Dealing with issues

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, parents will be contacted.

Monitoring arrangements

We will review this addendum as guidance from the local authority or Department for Education is updated, and as a minimum every half term by the SLT. It will be approved by the full governing body at FGB meetings.

Structure of School Day

8.30 - 8.50am Soft Start
10.15 am Morning play Y1-3
10.30 am Morning Play Y4-6
11.15 am Early Years Lunch
11.40 am - 12.30pm: Y1-3 Lunch
12.35 - 1.15pm. Y4-6 Lunch
2.45pm School ends.

Levels of supervision

Children may start to arrive in the school playground from 8.30am onwards. Children go straight to their classroom for a soft start to the day.

The children are always supervised during the school hours of 8.30am - 3.00pm. SLT are in the playground before and after school every day.