

Behaviour Policy

October 2020

Rationale

Section 10

This document provides a framework for the creation of a happy, secure and orderly environment in which all children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

The staff at all times will promote the positive ethos of the school and the shared responsibility for the welfare of all pupils. Information about incidents of inappropriate behaviour is shared with the pupil's Class Teacher and recorded appropriately.

Aims

- To ensure appropriate behaviour and language throughout the school.
- To encourage and praise greater effort in both work and behaviour.
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school i.e. teaching and non-teaching staff.
- To ensure that parents are informed and are aware of the disciplinary procedures.
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques.
- To ensure a safe, caring and happy school.
- To promote respect for all pupils and staff in the school
- To promote good citizenship.
- To promote self discipline.
- To prevent bullying.
- To prevent anti racial behaviour.

Responsibilities:

All members of the school community - teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- providing a well ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- intolerance of all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other
- staff will act as positive role models to pupils in matters of dress, punctuality, commitment and demeanour

Rules

Rules are kept to a minimum and we aim only to introduce them after various discussions with the children, to discuss their opinions. When these rules are given to the children there must be opportunity to discuss them and ensure that they are fully understood and accepted. The rules are mainly those implied by the

Home School Agreements. All Classes negotiate class rules, which are displayed in classrooms and revisited regularly. There are also Playground and Dinner Hall rules.

Playground rules suggested by the School Council

- The picnic tables and benches are for sitting and quiet games.
- Be helpful, kind and polite.
- Respect the environment of the school.
- Respect other people, their games and their belongings.
- Stand silently when the bell rings and classes are summoned.
- All steps and slopes are out of bounds.
- All children should be on the playground during break times.
- Please leave the trees and bushes alone.
- Please drink from the water fountain sensibly.
- When it is wet, please keep off the stepping stones.
- Please keep off the field unless you are given permission.
- Let everyone join in with your game – no children to be left out.
- Always set a good example to the younger children.
- Only go to the toilet when you need to and have asked permission from a member of staff.

Dinner hall rules

- Line up quietly.
- Be well-mannered.
- Talk quietly.
- Put your hand up if you want something.
- Wait patiently until you are asked to leave.
- Try to keep the tables clean and tidy and use the cutlery provided.
- Pick up any food you drop.
- Walk around school quietly.

Break and Lunchtime Sanctions

- Inappropriate behaviour is dealt with by a verbal warning and discussion of the behaviour.
- If the behaviour continues 'Time Out' will be given.
- If the behaviour continues further the class teacher will be informed and the child will be moved to the amber on the class 'Traffic Light System' (see 'Within the classroom') and the incident recorded in the class behaviour book.
- Persistent or more serious incidents such as swearing, insolence, bullying or hurting another pupil are reported directly by break-time/lunchtime staff to the Deputy Headteacher or Headteacher, who will in consultation with the class teacher decide upon an appropriate sanction.

Break and Lunchtime Rewards

- Break-time and Lunchtime staff are invited to nominate pupils for Celebration Assembly awards on Fridays.
- Stickers can be awarded to the children
- Children are offered opportunities to volunteer for tasks around the school
- SPOT (Special pupil on trust) badges can be given to up to 2 children per KS2 class, for children to stay in the school building and do a specific task. For example this may be to further their learning by doing some research or may be tasks which help and support the staff
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Section 1

Within the classroom, in assembly and around the school

In all classes a traffic light system is in operation. Each morning all names start on green. After verbal warnings and if the inappropriate behaviour continues the child moves to amber. This applies to behaviour in school assemblies too. Poor behaviour after a warning will mean a move to amber and loss of all or part

of playtime(s). A Duty Room will be available each day where children missing their lunchtime will be supervised. Individual teachers may also decide to supervise children in their classroom or other location at their discretion during play / lunchtimes.

Further unacceptable behaviour will result in a move to red, whereupon the child will be sent to the Deputy Headteacher / Headteacher who will in consultation with the class teacher decide upon an appropriate sanction. Class teachers will be responsible for contacting the Parents.

Sanctions that may be given by Deputy Headteacher / Headteacher

When inappropriate behaviour has been continued and the Deputy Headteacher / Headteacher have been informed one or more of the following sanctions may be applied:

- Parents informed
- Removal of child to another classroom or the Headteacher's Office.
- Detention at playtime or lunchtime.
- Participation in any clubs, school trips or sporting events ~~that are not part of curriculum activities~~ may be withheld.
- A behaviour contract set up between child and class teacher. Parents are always involved.
- Half hour – 1 hour after school detention (KS2 only). 24 hours written notice given to parents.
- Debarment at lunchtime – this is regarded as a fixed-term ~~period~~ exclusion

At all stages, the pupil will have the offending behaviour discussed with them by the staff in order to discourage a recurrence of any inappropriate behaviour.

If the inappropriate behaviour continues after the above sanctions have been applied Parents will once again be notified and a meeting arranged. Upon a further re-offence, the school can implement the exclusion process.

Exclusion

Exclusion is the ultimate sanction for our children. The Headteacher can exclude a pupil for persistent disruptive behaviour, violent behaviour towards other children or staff, verbal abusive language to staff, bullying, racist abuse, drug and alcohol related issues, theft and damage. This in most instances will be seen to be affecting the educational entitlement and progress of other children in the school. A fixed term exclusion will be put in place for instances of extreme cyber-bullying too. Parents will be notified of the reason for and the period of exclusion.

Exclusion can range from one day to a set number of days (fixed term) amounting to a maximum of 45 days in one school year. For fixed term exclusions beyond 5 days the school will put in place alternative learning for the child. For all exclusions over 5 days the Governors Discipline Committee will meet with Parents to discuss the exclusion either at school or at an alternative location.

The Headteacher will write to the Parents within one day of the decision to exclude to inform them of this information. Details of the day date and time which the exclusion begins and the day and date when the child is expected back at school. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies to ensure that the risk of a repetition of the offending behaviour is minimised.

A written record of the discussion, and commitments to the agreed plan, by the parents, the child and the school, will be made. One copy will be kept in school and one sent to the parent.

In extreme cases exclusion could be permanent. If a child is permanently excluded you will be informed immediately by the Headteacher. Details of any relevant previous warning, fixed term exclusions or other school discipline issues will be given. Parents have a right of appeal to the Governing Body, either by a written statement or personal attendance at a Governors Discipline meeting. A 'Notification of Exclusion' form will be completed and sent to the Local Authority.

Whole school rewards

Children are awarded house points for a variety of achievements including good work, greater effort or being helpful. In the weekly celebration assembly, the school House Captains announce the children in each house who have gained the most housepoints during the week, together with the winning house overall.

Class teachers and support staff are able to award house points at any time during the week to any of the children in the school. Children can be nominated by any member of staff for a special mention and a certificate in our weekly 'Celebration Assembly'.

Teachers will recommend children for special end of term certificates for those who have shown considerable improvement or effort throughout the term and these are presented at end of term assemblies.

The main reward for good behaviour is praise from the staff or other children.

The governors present special citizenship awards at the end of the summer term, to nominated year 6 pupils.

Examples of how the school discusses appropriate behaviour with the children.

- A clear focus for work on relationships and feelings as part of the PSHE work throughout school.
- A Programme of Religious Education which includes ethical issues.
- Circle time - an opportunity for open discussion held in class groups at regular intervals.
- The agreement of a set of rules by each class at the beginning of Term 1.

Liaison with parents

Keeping parents informed about their child's behaviour is paramount to supporting the partnership between home and school. Staff will take the opportunity to chat informally to a parent, either in person or over the phone to discuss any behaviour issues. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book is written in by the teacher or teaching assistant at the end of each day and sent home.

The parent writes in it each evening and returns the book to school. It may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

Outside agencies

In some cases behavioural concerns about a pupil may need to be discussed with the special educational needs co-ordinator (SENCO), Miss C Rennie. This may lead to the advice of outside agencies being required. The class teacher, parent, SENCO and Headteacher will be involved and may lead to a referral to LIFT (Local Inclusion forum team). Some of the outside agencies will require additional information. Teachers will document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

| | |
|-----------------------------|------------------|
| Learning Support Service | Speech Therapist |
| Speech and Language Support | Physiotherapist |
| Educational Psychologist | School Doctor |
| Behaviour Support Service | Social Services |

Teacher for Hearing Impaired Child & Adolescent mental Health Support (CAMHS)
Teacher for Visually Impaired Police Liaison Officer

High Firs definition of bullying:

- It is deliberately hurtful behaviour (including aggression) that could be physical or emotional.
- It is repeated often over a long period time

Not all incidents of deliberately hurtful behaviour however, can be seen as bullying. Incidents in which bullying behaviour is apparent will be investigated to see if a single incident is a bullying incident or an isolated incident.

Bullying can take many forms but four main types are:

- **physical:** hitting, kicking, taking belongings, damaging personal property
- **verbal:** name-calling, insulting, racist remarks
- **indirect:** spreading unpleasant stories or excluding someone from social groups
- **cyber bullying:** Bullying by electronic contact repeated over time. For example, by text message, e-mail, through personal websites, video clip bullying, mobile phones, chat room bullying; bullying by instant messaging.

Cyber bullying can follow children into their private spaces and outside school. It is defined as an 'aggressive intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.'

Who is Bullied?

All children are potential victims of bullying.

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

There are two main types of victims of bullying:

Passive victims: Anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little, if anything to defend themselves.

Provocative victims: physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them.

BULLIES

Recent research for the DfE has identified three types of bullies.

Confident bullies: physically strong enjoy aggression, feel secure, average popularity.

Anxious bullies: weak academically, poor concentration, less popular, less secure.

Bully/victim: bullies in some situations, bullied in others, very unpopular.

Bullying and the Role of the Group

The majority of children within a school are not involved in bullying themselves. However, they are likely to know that it is happening. Bullying is commonly a group activity, often with one perpetrator taking a

leading role. Other children may be present and may play a number of subsequent roles. They may be broadly described as either colluders or bystanders. Colluders may assist the bully or may encourage the bullying by laughing, shouting and watching. Bystanders may be present, but may remain uninvolved whilst some children may either intervene directly to stop the bullying or may go and tell an adult.

The Impact of Bullying on Children and Schools

Victims: In the short term victims of bullying may become unhappy and distressed. Their self-image is damaged and they may feel anxious and insecure. This may affect their concentration, their learning and their achievement and can contribute to problems with attendance, motivation and general health and well being.

Bullies: Those who bully successfully are likely to continue using bullying behaviours in their relationships with other children and adults.

Academic Attainment and Attendance: Bullying impacts negatively on the achievement of individuals in school. Children who do not feel safe at school are unlikely to perform to the best of their ability academically and commonly lack confidence, concentration and motivation. Bullying can also have a major effect on attendance, as children refuse to attend school.

Bullying, Child Protection and Looked After Children

In some cases bullying behaviours can be linked to complex abusive experiences the child him/herself may have had or are having, in the home environment.

A child who has been subject to abuse (sexual, physical, emotional or neglect), is likely to have low self esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'.

All 'Children Looked After' will have a Personal Education Plan. This plan may contain ~~anti-bullying strategies~~ a variety of strategies to support the child, with review/monitoring in place as part of the plan too.

Racist Bullying

Racist bullying and individual incidents are unacceptable.

Racist bullying can be very complex but if the victim or anyone perceives an incident as racist, it will be investigated and reported as a potential racist incident.

Homophobic Bullying

This involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Homophobic bullying can also include name-calling such as the use of the word "gay" as an insult.

Gender Bullying (Sexual Harassment)

Sexual harassment of bullying by gender is common. Gender stereotypes and the experiences some children have of adult relationships can contribute to gender bullying. Examples include name calling such

as 'slag', 'slapper', 'bitch', use of sexual innuendo and unwanted propositioning and commenting on appearance and attractiveness.

Bullying Due to Ability, Disability or SEN

Pupils with SEN or disabilities may not be able to explain experiences as well as other children. Children with behavioural problems may become 'provocative victims'.

Evidence also shows that children of high academic ability and those who work hard at school may be targeted.

Supporting and Involving Parents and Carers

Supporting and involving parents is often key to successful anti-bullying initiatives. Steps that will be taken to ensure parental involvement include:

- Consistency of approach by all school staff, who are aware of the school's bullying policy so that they can respond appropriately and sensitively if approached by a parent
- Involving parents of children involved in bullying and victims at an early stage
- Ongoing contact with parents of both bullies and victims to ensure the problem does not re-occur.

Principles

The school will respond effectively to bullying. We believe every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community. If a Parent has any concerns about their child, they should not hesitate to contact the Class Teacher as soon as possible.

The safety and happiness of our pupils is paramount.

Strategies to prevent bullying

- Challenging bullying as part of the school ethos
- Circle Time
- Pupil Questionnaires
- Buddying
- School Council work
- Assemblies
- The curriculum (PSHE)
- Support for midday staff
- Peer mentoring initiative
- Improved mechanisms for reporting bullying

If Incidents of bullying behaviour occur

- Incidents investigated in accordance with the Behaviour policy
- Parents of bullies and victims informed
- On-going contact with parents to ensure the problem does not re-occur

Behaviour outside of school not on the school's business

Pupils' behaviour in the vicinity of the school or on a journey to or from the school is subject to the school's behaviour policy, including grounds for exclusion. The school may also implement this policy where there is a clear link between a child's behaviour out of school and the need to maintain good behaviour and discipline in school.

Monitoring

In light of this policy the management team will continually monitor the behaviour throughout the school.

The effects of this policy will be evaluated through consultation with all the parties involved, i.e. children, staff and the governing body including our parent governors.

Agreed - July 2018

Review date- July 2021

THE USE OF FORCE TO CONTROL AND RESTRAIN PUPILS

The School follows the Department for Education and Skills (DfE) guidelines on the use of physical force as well as those of the Local Authority (LA).

In very rare circumstances, members of staff are required to use physical force when dealing with pupils. In the vast majority of cases the clearly outlined procedures of the School's Behaviour and Discipline Policy should be sufficient to deal with any problems of pupil discipline. However, 'reasonable force' can be used by Teachers, Teaching Assistants, Lunchtime Supervisors and appointed First Aiders to prevent a pupil from doing, or continuing to do, any of the following:

1. Committing a criminal offence (or, for children under the age of criminal responsibility, behaving in a way that would be an offence if they were older).
2. Injuring themselves or others.
3. Causing damage to property including their own.
4. Engaging in behaviour prejudicial to maintaining good order and discipline in school (including educational visits and authorised out of school activities).

In nearly all cases, the Headteacher or another member of the senior teaching staff will be sent for to deal with a problem that may require the use of force e.g. removing a disruptive pupil from a classroom. Children must realise that they cannot disrupt the education of other pupils and remain in some way 'untouchable' or 'above the law'. It is our school policy to remove unruly children from classrooms. If they refuse to co-operate then the use of responsible and reasonable force to remove them is both legal and consistent with DfE and LA guidelines.

The Headteacher will inform parents of any such occurrences.

HIGH FIRS PRIMARY SCHOOL - LEVELS OF BEHAVIOUR

| LOW | MEDIUM | |
|---|---|--|
| <p><i>These are isolated incidents which will generally be addressed with a reminder or warning by a supervising adult.</i></p> | <p><i>These are more serious incidences or persistent repetition of the behaviours above. They may be addressed by the moving of a child's name onto "Amber" and the associated sanctions.</i></p> | |
| <p>Ignoring simple instructions Refusal to speak when spoken to Calling out Inattention Interrupting Silly behaviour (eg giggling) Leaving seat / place without permission Interfering with learning or belongings of other children Attention-seeking distractions Pushing in line Insensitive movement around the school Talking in assembly Talking whilst an adult or child is doing so Responding negatively verbally or by actions to the remarks or comments of others Whispering behind hands Inappropriate answers to questions Ill treatment or disrespect for equipment Spoiling others' play</p> | <p><i>Persistent repetition of Low Level behaviours</i></p> <p>Writing unpleasant notes or messages about others Answering adults back Sneering / turning away / staring when spoken to by an adult Lying Inappropriate language Gossiping about peers or adults Deliberate provocation of others Physical – poking / pinching / biting / tripping / etc Verbal – name calling / enticement Destruction or theft of others' property Inappropriate gestures Encouragement of others to do any of the above</p> | |

High Firs Primary School
Behaviour Policy 2020 Covid-19 Addendum – September 2020 update

At High Firs Primary School we are continuing to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy and E-Safety Policy.

These adjustments are set out below:

When the children are in school, we expect them to follow all of the current school rules, as well as the additional rules outlined below. In this way they will be able 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 be aware of the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact their child's class teacher 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.

Arrivals, pick-ups and moving round the school.

Children will be able to come into school through the pedestrian gate, between 8.30am and 8.55am.

Children will go straight to their designated classrooms and wash their hands, keeping as socially distanced from other individuals as possible. Notices around the school support children with social distancing.

Children will be able to be picked up from school between 2.50pm and 3.20pm. They will leave the building from their designated exit, one at a time when their parent has come to collect them. Parents will wait at the cones marking the appropriate social distancing, until their child is dismissed. Children in Year 5 and Year 6 are able to walk home themselves and are aware of the need for social distancing when doing this journey. All parents and children will exit the school using the one-way system in place.

Movement around the school will be limited for children and staff. When the children leave their classroom to go outside for break, lunch or outdoor learning, they will make sure they try to stay socially distanced from peers and adults. Break times and lunch times have been staggered to allow classes to move around without the need for the classes to come into contact with each other.

Children will be expected to tell a member of staff if they are in any way unwell or are exhibiting signs of Coronavirus.

Children will need to take responsibility for their own equipment, such as water bottles and lunch boxes and must ensure that these are not shared with other pupils.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands before entering school, after returning from the outside, before and after eating and at regular intervals during the day. If a specific request is made by a parent, then their child may bring in to school their own soap dispenser, for the child's personal use only.

We ask children to follow the 'catch it, bin it, kill it' mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, their behaviour will be challenged by the staff. Continued refusal of rules and routines, which are unsafe to the child or other children, will result in sanctions being put in place. Parents will then be informed and the decision can be taken to not allow that child back into school due to their unsafe behaviours.

Social Distancing

Children will be expected to socially distance from children in other year groups and adults in school and on the playground/field at all times. Pupils will have their own seat at a table, with the tables facing forward. When children enter their classroom, they will be expected to go straight to their table. Children will put their hand up if they need an adult's support. Children will be able to move around their own classroom, if required.

Teachers will ensure that pupils, wherever possible, adhere to social distancing measures. Where pupils are intentionally not complying, the usual sanctions and procedures will be used.

We understand socially distancing may be more difficult for some of our children, they will be encouraged wherever possible to keep a distance from other class groups and adults, however, we understand this may not always be possible.

Toilets

Each class will have their own designated toilets to use. These will be sign posted. Children will be supervised and encouraged to use the toilets sensibly. When a child has finished in the toilet they must wash their hands. Usual expectations over going to the toilet have changed – children are able to access toilets throughout the day, not just at break and lunch times, so as to avoid any rush!

Break times

Children will have a designated zone for their class to play in during break times and will therefore be expected to remain socially distant from other year groups and adults during play and lunch break times. Children must stay in their designated class area at all times.

Rewards

The full house point system will still be in use at school. Children will of course continue to be given lots of praise and encouragement too. Teachers and Teaching Assistants welcome opportunities to praise individuals for good learning, attitude or good behaviour and show recognition, when this is seen during lessons and at break times.

We also have 'special mentions' to recognise the children's various achievements-these appear weekly in the newsletter. These are currently replacing the certificates which are usually given out in our whole school celebration assembly.

As always, praise and encouragement will be used as much as possible. Walking through school to show work to the Head Teacher or other adult for acknowledgement and praise during this time will unfortunately still not be permitted, however, there will still be lots of chances to share the children's learning within each of the classes.

Behaviour in school

If a child's behaviour is deemed high risk, for example, continually refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their class groups or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, then the following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Loss of play and lunch times- 'time out to reflect'
- Contact will be made with pupil's parent/carer.
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If the health and safety of other pupils and staff members are put at risk by a pupil continually not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil. Continued poor behaviour and non-compliance to safety measures may lead to a fixed term exclusion being applied, in line with Exclusion guidance.

Pupils with Additional Educational Needs

The school acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. For some of the children, transition back into school will be straightforward and without any problems. For some, however, they may present with frustration as a result of being isolated from friends or having missed a significant event or experience, such as a school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For some, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Lack of engagement with life in school
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will be adjusted accordingly.

We recognise that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. If this is the case, the school will undertake an individual risk assessment for the child and use *reasonable endeavours* to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. We will work closely with parents to implement supportive strategies that will support a return to school.

Pupils working from home.

Our safeguarding policy has been updated in light of the current COVID-19 crisis. One of the key components is the increased awareness for staff and children, linked to safety, when using technology at home.

Attendance expectations

Government guidelines state that attendance will be mandatory from September. Our normal school expectations for attendance will be in place from September- these are set out in full in our Attendance policy.

Uniform expectations

From September 2020 all pupils must wear full uniform to school and follow normal school rules linked to uniform, as stated in our prospectus.

If children are unable to wear the appropriate uniform parents should speak firstly to their child's class teacher.

Until further notice, children will continue to wear their PE kit into school on their class 'PE days' from September- all details concerning expectations for uniform and 'PE Days' has been sent to all parents.

Monitoring arrangements

We will review this policy as guidance from KCC or DfE is updated. Any updates from a review will be approved by the Governors.

Updated- July 2020