

RAVENS COTE JUNIOR SCHOOL

POSITIVE BEHAVIOUR POLICY**2019-2021**

(Updated 27/5/20: updates highlighted in yellow, in addition, COVID-19 Addendum added and appendix 1 added)



Date of Approval		Date of Review	
2019		2020	
Signed	Mrs A Wells Headteacher	Signed	Emily Gibson Chair of Governors

National Support School
designated by



National College for
Teaching & Leadership

Engage Enrich Excel Academies
T/A Ravenscote Junior School

Registered Office: Old Bisley Road, Frimley, Surrey, GU16 9RE
Company Registration Number 9279884 (England and Wales)



Ravenscote Junior School Positive Behaviour Policy

Ravenscote Mission Statement

Ravenscote Junior School seeks to create a safe, happy and healthy and positive learning environment.

We believe that every member of our community is a life-long learner. Together we can foster the hopes and dreams of our learning community.

We believe that all learners have a right to be challenged and motivated to enable them to achieve their potential academically, personally, socially and emotionally.

As an inclusive learning community we believe that every child does matter and it is our duty to prepare our children for the challenges of the 21st Century.

Providing high quality learning experiences is the foundation of our school.

We believe in excellence for all and strive to deliver a wide range of extra-curricular experiences which enable the children to grow in confidence and strive to become successful members of our community.

We believe that teaching and learning is a process of co-operative teamwork and welcome and encourage the involvement of parents and others in the community.

The following three school rules underpin and uphold our beliefs in our behaviour policy:

‘Ready, Respectful and Safe’

1. We are **ready** to learn
 2. We are **respectful** to everyone and everything
 3. We make **safe** choices
-

Ravenscote Junior School promotes high achievement and learning for life by working with children to:

- Set high personal standards in the way we treat each other, particularly showing tolerance, acceptance and compassion and a sense of responsibility for each other
- Develop high self-esteem, self-respect and confidence in their ability
- be flexible, open-minded and adaptable for the challenge of the modern world and to be aware of the outside world as their future territory/domain
- be able to work independently and collaboratively
- achieve the highest standards to the best of their abilities in all areas of the curriculum
- be healthy, safe and secure
- Celebrate their achievements and acknowledge all their skills: vocational, practical, communicational, academic and personal
- acknowledge technological advances whilst retaining personal skills

We believe that each child will succeed through experiencing quality in:

- Home and school relationships
- A broad and challenging curriculum which is flexible and creative and innovative
- A safe, secure and challenging curriculum
- Innovative teaching and an investigative approach to learning, particularly through the use of technology
- A rich and varied range of learning resources
- Accelerated learning techniques
- An ethos of support, challenge and encouragement to succeed
- An enriching choice of extra-curricular activities and educational visits

The Headteacher will:

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school
- Be ultimately responsible and accountable for behaviour throughout the school
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of children who challenge the positive behaviour policy
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Ensure that behaviour is monitored during performance management observations

Staff will:

- Provide a broad and balanced curriculum
- Support children when dealing with their emotions and feelings using the Zones of Regulation
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model and consistently demonstrate the school values
- Offer the children choices and the chance to correct their mistakes (using restorative justice) and make the right decisions
- Use the skills of de-escalation to support children with their choices
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Reward and praise positive behaviour using the Class Dojo system
- Inform parents/carers about the welfare and behaviour of their children
- Monitor behaviour and be proactive in implementing strategies to support positive behaviour choices for the children (e.g. lunchtime plans, reward charts and directed play) and look for what behaviours are communicating
- Work in partnership with the year group AHT and Inclusion AHT to ensure all individual behaviour plans and EHCP recommendations are followed
- Follow the positive behaviour policy consistently and report negative behaviour following the correct procedure

Parents and Carers will:

- Support the actions of the school in line with the Positive Behaviour Policy and the Home/School Partnership Policy so that children receive consistent messages about how to behave at school and at home

Children will:

- Foster social relationships in the school community of mutual engagement
- Be responsible for own actions and their impact on others
- Respect other people, their views and feelings
- Empathise with the feelings of others
- Be fair
- Be reflective to change behaviours
- Learn to work cooperatively
- Follow the school rules:

'Ready, Respectful and Safe'

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At Ravenscote we will use a restorative approach to deal with negative behaviour which will put repairing harm done to relationships and people at the centre of the focus. All children should be taken through the restorative five (questioning) to ensure they understand the harm that has been caused to all parties.

The Governing Body will:

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy

Statutory guidance and key points:

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants and lunchtime supervisors.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school, whilst wearing the school uniform (representing the school).
- Teachers can confiscate pupils' property.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

We demonstrate our commitment to the positive behaviour policy by:

- Creating a welcoming and happy environment for all to work
- Always striving for improvement
- Working collaboratively
- Promoting fundamental British Values
- Educating pupils on the various forms of bullying (See the Anti-bullying Policy)

Ravenscote Values:

We want our children to experience the following values, to enable them to thrive in our learning community:

- Respect
- Responsibility
- Excellence
- Happiness
- Teamwork
- Honesty

What are the needs of children?

In order for our mission to be effective and the above values to be meaningful to the pupils, an understanding of the basic needs of children are appreciated by the staff. To develop fully as people, children need:

- To feel safe
- To be loved
- Security and knowing clearly what is expected of them
- To be valued as people

- A balance of experiences

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- To develop friendships and other supportive relationships
- To develop self-awareness and a knowledge of the world outside of themselves
- Creative experiences including external exploration and internal reflection
- To be fully involved in the process of education.

What we do to meet those needs?

Staff, both teaching and non-teaching, always attempt to be consistent in their behaviour and in their expectations of the children. They:

- Value all children
- Display great patience and listen carefully to children
- Focus on and emphasise the positive, in terms of work, habits and behaviour
- Face the reality of difficult and emotional challenges which may occur in their life outside school and help pupils to come to terms with them with compassion and support
- Only disapprove of poor behaviour, never the child
- Try not to rush, and have time for each other
- Are mutually supportive
- Are all valued as equal partners in the school
- Speak calmly and avoid shouting
- Are valued by the governors and community
- Have a good sense of humour
- Communicate openly with parents to build a common understanding and appreciation of the school's values.

Skills:

Throughout the school, the development of the following skills are encouraged which contribute to reflective thinking about our values:

- Displaying positive behaviours for learning, including sitting and engaging in lessons
- Displaying helpfulness, politeness and good manners to all at school and visitors to the school
- Speaking quietly and politely to others
- Listening carefully and thinking about what others are saying
- Reflection
- Empathy and tolerance
- Using imagination
- Stillness
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion, understanding and practice
- Articulating thoughts clearly in order to enhance communication skills
- Walking quietly about the school building
- Developing positive attitudes to work and play
- Accepting personal responsibility for actions
- Care and respect of other peoples' property.

Behaviour outside of school and during out of school hours:

Off-Site visits

The expectations provided in this behaviour policy apply whilst pupils, staff and volunteers are involved in any off-site school visits. All trips are risk assessed and if during this procedure a child's behaviour is identified as a high risk, we will need to consider what the key risks are of the child attending the trip. For example, if a child's behaviour in school is unsafe, would taking them off-site present a considerable risk to their safety and the safety of others on the trip?

Travel to and from school

The expectations provided in this behaviour policy apply whilst pupils are travelling to and from

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school. In doing so, their behaviour will maintain the positive reputation of the school.

Out of school hours at Ravenscote

During wrap-around care, including clubs, Early Risers and Ravens Roost, children are expected to uphold the school values and three rules and comply with the behaviour policy.

Whole school consistent approach to behaviour management:

Ravenscote use Class Dojo to reward positive behaviour and values. Teachers use this in their teaching, in periods of transition and following behaviour during break time and lunchtime.

Children earn rewards by building their total to set intervals of points. These rewards are decided through discussion with the children and are different in each year group.

The points also accumulate towards the house point trophy given every week in the whole school assembly. Assistant headteachers track the points and monitor children working behind the average of the class. Parents are able to monitor their child's behaviour tracker using an online app. Parents are notified of both positive and negative points via the app alert system.

Teachers' use of the behaviour system is monitored to ensure all children's behaviour is acknowledged. Within a class setting if children have not followed the instructions resulting in a minor behaviour infraction they will be given a verbal warning. If the child continues with not following the instructions they will be given a negative Dojo point linked to their behaviour. This will be sent as a notification to the parent. An immediate loss of Dojo will take place if the behaviour is serious or involves physical action. If a child consistently demonstrates poor behaviour they will not be taken on educational visits for safety reasons.

House System

House points are converted from Dojo points. At the end of each week, they are totalled and recorded in the house point book. In each whole school assembly, the results of the house points are announced and children celebrate the success with a House team reward breaktime.

Induction for new children

Each new child who joins Ravenscote is given a 'Buddy Class' to support them as they become familiar with the school. Introductions take place on induction day. The support system operates in a variety of ways by:

- Introducing them to new friends
- Playing with them at break and lunch times
- Accompanying them to the Lunch Hall
- Supporting the child if there is a problem and helping them to solve it

The School Council

Each class at Ravenscote elects a class representative who attends regular School Council Meetings. The meetings are an opportunity for class representatives to share the thoughts and ideas of their class about the day to day running of the school. The School Council decides on suggested changes to aspects of school life which will enhance the enjoyment of Ravenscote for all interested parties.

Rewards

Praise is the most important aspect of the Teacher-Pupil relationship at Ravenscote. Teachers should look to offer praise to children at every opportunity – a '**catch them being good**' philosophy is in operation.

Dojo points, stickers and achievement assemblies are all opportunities for the children to experience success and develop individual and co-operative behaviour skills. Children can also achieve head teacher's awards in weekly celebration assemblies and each term, each teacher is able to nominate one child for the Governor's award.

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Roles and responsibilities children can earn for exemplary behaviour

Prefects – Children who are year 6 pupils who are chosen to carry out roles around the school. These include: working at the office; sorting lost property; monitoring cloakrooms; organising the hire hut and touring guests at open evenings. When they do so, they must consistently demonstrate the Ravenscote values and behave appropriately for the expectations of year 6 pupils. When these expectations are not met, children can have this role taken away from them.

Head Boys and Head Girls – Children in year 6 can apply to become the Head Boys and Head Girls. They apply in writing (explaining why they are positive role models) and then have an interview. These children will often lead the prefects at events; show guests around the school and communicate their views with children and parents.

Wellbeing Ambassadors – Children who volunteer, then are voted for, by the children in their classes when considering how they would demonstrate positivity on the playground and around the school. These children are kind and thoughtful individuals who uphold the values of Ravenscote and are willing to support others when they may go through tough times with their peers.

Sports leaders – Children who demonstrate the sporting spirit values will be selected to support the school in sporting events such as sports day and also any internally (and sometimes externally) organised events. Other responsibilities in the school include: house captains (year 6), eco-school reps and school councillors.

Before School Routine

Children are allowed into the building when the bell sounds at 8.35am. Children may go to their cloakrooms and classrooms and organise themselves for the day's learning. By the time the 8.45am bell sounds, we expect every child to be sat at their desk ready for their early morning work (8.45 – 8.55am).

This arrangement helps to ensure a prompt, calm and focused start to the day. If any child's behaviour is considered not respectful and safe at the start of the school day, parents/carers will be asked to bring their children to school for 08:45 and not earlier.

Racist Comments

We have a zero tolerance to racism. If a child uses a racist comment they will automatically be placed on a behaviour plan. We do not label children 'racist', however all children need to understand that any type of racist comment is unacceptable in our community.

If a child is accused of a racist comment we will contact their parents immediately and discuss our findings.

Bullying

Bullying can be defined as a repeated behaviour intended to hurt someone either physically or emotionally. We use the acronym 'STOP' meaning Several Times On Purpose.

Support for children who have concerns:

Children are first encouraged to speak to a member of staff if an issue arises. If at lunchtime, they report to the lunchtime supervisors or if during the school day they would report the issue to their class teacher. Every child is also assigned a key adult. If a child wishes to discuss a concern with their key adult, they can fill in a request which will be given to the key adult to arrange a discussion time. When a child has been finding lunchtime or break time more difficult, the class teacher will check with the pupil on return to the class to monitor the progress.

Support we can offer to help children with their behaviour:

There are occasions when additional support is needed to enable children to follow school rules effectively.

- The reasons for good behaviour are always made clear
- Various interventions may be appropriate – social skills/Lego therapy/team building activities or lunchtime club may be attended.
- Emotional Literacy Support may be offered if there is an underlying reason for a sudden change in behaviour
- Individual reward systems
- Timetabled lunchtime activities can be arranged for a fixed period

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- A Behaviour Plan may be written and shared with the child and parents
- Advice may be sought from a behaviour specialist
- Risk assessments

Physical Contact with Pupils

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation. It could be that reasonable force is used in circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

All incidents involving the use of force will be recorded via our in-school recording system. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Interventions and consequences

Whilst always trying to create a positive learning environment, we recognise that sometimes there will need to be interventions and consequences. In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable and not the child as a person. Any sanction given for poor behaviour must be in proportion to the behaviour and must be reasonable, considering the pupil's age, any SEN or disability they may have, safeguarding issues and any religious requirements affecting them.

School staff use a restorative justice approach when discussing behaviours with children.

The Restorative 5 (adults choose 5 of the following questions to support children):

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

For children who are younger or have a SEN, you may wish to choose 2 which you want the child to focus on. If a child isn't ready to talk, offer them a postponement. It can take up to an hour for a child to calm down from an incident.

Whenever a member of staff encounters or observes an undesired behaviour, they will address behaviours and remind of Ready, Respectful and Safe.

<u>Behaviour</u>	<u>Consequence</u>	<u>People involved</u>
<p>Step 1 Child day dreaming, looking around, talking (non-disruptive)</p> <p>Talking, distracting others, slow to complete work, arguing with peers, calling out</p> <p>Breaking one of the 5 Golden rules (one off)</p>	<p>Non Verbal A look, standing near the child, reminder of the three school rules, praise children nearby.</p> <p>Verbal Request 'Name' you are (describe action). Please can you (desired behaviour). Praise a child demonstrating desired behaviour.</p>	Child Staff member
<p>Step 2 Continued step 1 behaviours, throwing small equipment, continual talking, refusal to follow instructions</p> <p>Breaking one of the 5 Golden rules (continued)</p> <p>Examples of other step 2 behaviours during COVID-19 outbreak: going against one-way system, playing outside of zone or with children from a different bubble.</p>	<p>Warning 'Name' you are (describe action). We will discuss this at the start of breaktime, unless you choose to now demonstrate (desired behaviour).</p> <p><i>At breaktime using the restorative 5 questions.</i></p>	Child Teacher
<p>Step 3 Disruption to learning Rudeness to staff, offensive language (including swearing), general refusal, persistent disruptive behaviour, one off step 4 inappropriate behaviour</p> <p>Breaking one of the 5 Golden Rules repeatedly.</p>	<p>Time out in class or break 'Name' you are (describe action), you now need to think about making the right choice and (desired behaviour) in time out. Praise another child with desired behaviour.</p> <p><i>Own table away from others (for time in proportion to behaviour). Or, breaktime standing with the chosen adult.</i></p> <p><i>Develop an individual reward system.</i></p> <p><i>Contact parent/carer to let them know behaviours at school.</i></p>	Child Teacher Parents/ carers
<p>Step 4 Swearing directly at an adult, hurting another child, refusal to come in from playtime/ lunchtime/ other lesson or leaving the classroom</p> <p>Coughing, spitting or sneezing in the direction of another person on purpose.</p> <p>Further breaking of the 5 Golden Rules after going through steps 1-3.</p> <p>Continued step 2 behaviours during COVID-19 outbreak.</p>	<p>AHT notified and parents/carers contacted 'Name' you need to go to time out at break for (describe action). Then you need to (desired behaviour). I will be contacting your (parent/carer).</p> <p><i>CTs to track the number of time-outs a child has each half term.</i></p> <p><i>A risk assessment for whether this child should be in school should take place and be discussed with parents.</i></p>	Child Teacher Parents/ carers AHT

<p>Step 5 Continuation of step 2- 3 offences. Deliberate violence towards a child, bullying, racist incidents, upturning or damaging furniture, climbing on school property</p>	<p>Sent to AHT (for time in proportion to behaviour) 'Name' you need to go to time out with (name AHT) for (describe action). You need to think about the impact of (action) and who it affected. <i>If the behaviour is not a one off, class teacher and AHT to create a behaviour plan and discuss with Inclusion AHT.</i> <i>Phone call home to arrange a meeting with parents/ carers</i> <i>Behaviour recorded on CPOMs as part of a log.</i></p>	<p>Child Teacher Parents/ carers AHT Inclusion AHT</p>
<p>Step 6 Continued step 4-5 offences. Physical violence towards staff Leaving the school grounds</p>	<p>Call for SLT member on duty HT, AHT and CT meeting with parents/ carers <i>Behaviour recorded on CPOMs as part of a log.</i> Risk Assessment (CT with Inclusion AHT) The headteacher will then decide possible consequences in proportion to behaviour: Internal exclusion Lunchtime exclusion Fixed term exclusion Permenant exclusion</p>	<p>Child Teacher Parents/ carers AHT Inclusion AHT Headteacher</p>

Addendum

COVID-19 – Return to school

The principles as set out in our Positive Behaviour Policy remain and should continue to be followed. This addendum should not be used as a stand-alone document and should be read in conjunction with the existing policy. It sets out the expectations of pupils at Ravenscote Junior School in light of the Covid-19 pandemic and the need for children to behave differently when they return to school. It describes the new systems in place and how pupils will be supported to adhere to them.

This addendum follows the advice and guidelines provided by the DFE.

Children are expected to follow the 5 Golden Rules at all times (appendix 1). Children must also:

- Follow the routines for arrival and departure.
- follow school instructions on hygiene, such as handwashing and sanitising. This includes ensuring they wash their hands fully for 20 seconds during the allocated hand washing sessions.
- Ensure they only socialise with their 'bubble' when outside.
- Play only within their allocated zone.
- Follow the one way system around the outside of the school when arriving to and departing from the classroom.
- Use the external door to the classroom at all times (apart from to use the toilets/handwashing facilities).
- tell an adult if they are experiencing symptoms of coronavirus.
- Not cough, spit, sneeze or other in the direction of another person.
- continue to work hard to achieve Dojo Award points.

All pupils will be supported in the following ways:

- Throughout the school there will be signs/posters/visual prompts to remind pupils and staff of the new safety measures in place that should be followed.
- All adults will explain new routines sensitively and help pupils to feel safe and reassured by the rules in place.
- The new routines and expectations will be explained and repeated by the pupils' teacher every day and throughout the day. This will reassure all pupils and particularly the most anxious.
- All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
- Whilst new expectations are established, we will focus on routines, safety and well-being rather than academic challenge.
- Each bubble will have an assembly/ circle time every day in order to express any concerns.

- School staff will pay particular regard to families and pupils who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.
- All our usual systems for affirming our pupils' good behaviours (Class Dojo) will continue, with a particular focus on 'Staying Alert' and 'Being Kind' behaviours.
- For pupils who are not managing for any reason to follow our school expectations we will follow the process outlined in the table on page 9.
- If, despite all appropriate support and guidance, a pupil repeatedly breaks our current safety rules, the headteacher may, as a last resort, consider alternative arrangements or exclude a pupil either for a fixed period or permanently.

Support for pupils who have additional or special educational needs:

- Pupils will have their individual support plan/ behaviour plan /risk assessment reviewed in light of the new circumstances.
- Children who have EHCPs have all had a risk assessment written.
- If there are concerns that appropriate support is not possible during this period, despite our best endeavours, a virtual meeting will be held with parents (and relevant external professionals) to discuss next steps and what additional adaptations may be possible to ensure the pupil can manage his/her behaviour safely.

Positive Touch and Physical Intervention

There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the pupils' own safety, the safety of other pupils and staff, or so that property is not seriously damaged.

Ravenscote Junior School will be guided by the following principles in these circumstances, in line with the advice from the Surrey Accredited Training Centre:

- Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene.
- Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19.
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone: staff as well as pupils.

Appendix 1:

The Five Golden Rules



During these different and strange times, we need your help to keep yourself and others safe by following these 5 golden rules:

1. Regularly wash our hands
for 2 times Happy Birthday or
for 20 seconds.

HAPPY BIRTHDAY

2. Keep your two-metre
distance from all other people
when you are out of your
classroom. Stay as far away as
possible inside!

3. To stop germs spreading,
remember:

Catch it

Bin it

Kill it

4. Use my school equipment
only and sit at my table space.

Let's work
together as
a team!

5. Listen carefully to
instructions and try our
best.
Have fun and stay
positive!