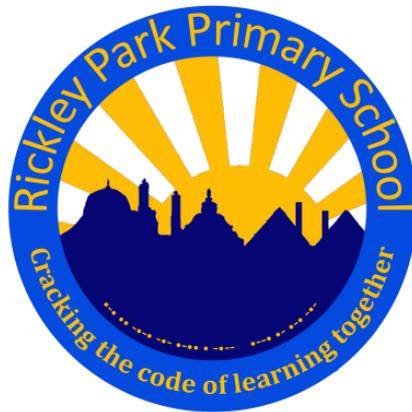


Rickley Park

Cracking the Code of Learning Together



Behaviour for Learning Policy

Date of Policy: January 2021

Amendment – Response to COVID-19

In response to COVID-19, Rickley Park has implemented changes to our expectations of the way in which children behave in school and the protocols they follow. Please refer to Appendix 3 for a full breakdown of the new expectations. These temporary changes have been implemented to ensure that pupils and staff are kept as safe as possible and will be regularly reviewed by SLT and governors.

Date of review: January 2022

Aims and Ethos

- To help each child to feel happy, safe and secure in the school within a nurturing environment.
- To encourage children/staff, to celebrate their uniqueness and develop respect for each other.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future, they will be active, responsible citizens.
- To help children recognise their achievements, and to have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.

Behaviour Principles

- At Rickley Park, we recognise that behaviour is communication. This applies to all forms of behaviour, not just that we find most challenging.
- The emphasis is on belonging and social responsibility.
- An appropriate curriculum and effective teaching engages learners and encourages positive behaviour.
- An environment of high challenge and low stress is most conducive to learning and positive behaviour.
- Children need access to role models who are aware of and manage their own emotional responses appropriately.
- Humiliation and shame are never appropriate responses to challenging behaviour.
- An emphasis is placed on the use of positive strategies to increase desirable behaviours.
- Children's behaviour is underpinned by the stage they have reached in their social and emotional development – we must recognise this and respond appropriately.
- Some emotions can block learning, while others promote learning. So learning to recognise and manage emotions can assist learning and help to improve standards.
- Responses to behaviour are rooted in our ethos of nurture and compassion alongside high expectations of each child as an individual.
- Improvement in a child's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process.

Promoting Positive Behaviours

- All children are made aware of the school rules (see below). They are displayed in every classroom and around school.
- Adults' model controlled, respectful, verbal and non-verbal behaviours.
- Lessons are structured to be interesting and appropriately challenging. Children are made active partners in their learning and have opportunities to make choices. Children learn in different ways and teachers planning address children's different learning styles.
- Appropriate behaviours are taught and reinforced on a regular basis. Children are taught calming down strategies, problem solving and conflict management techniques.
- Appropriate behaviour is quickly noticed and celebrated. Systems for rewarding good behaviour are celebrated in all areas of the school community. These include: the use of personal contact with parents, Marvellous Me, stickers, badges, and Star of the Week awards plus a Special Celebration Award.
- Praise is warm, labelled, sounds like it is meant and given with smiles and good eye contact. Examples of labelled praise may be, "I really like how you are showing me that you are listening by looking this way."
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development. The PSHE curriculum, assemblies and the school values are examples of this.
- Children are rewarded and recognised for their personal successes.

The school rules – children are expected to:

- Follow the instructions of all adults in school.
- Treat others as we would wish to be treated ourselves.
- Look after school equipment and be responsible for our own belongings.
 - Listen using ears, eyes and feelings without interrupting.
 - Keep our hands and feet to ourselves.
 - We walk quietly through the school at all times.

These must be displayed in every classroom.

School Values

Our school values were selected by the pupils through pupil voice discussions.

The values are:

Kindness

Respect

Courage

Trust

Support

Perseverance
Honesty

These values must be displayed in every classroom. They must be referred to during lessons to provide context. Children are to be recognised for demonstrating these values. It is with these values that we operate as the Rickley Park community. Adults must uphold and demonstrate these values in all that they do.

Celebration and Rewards

Celebration Assemblies

The main items on the agenda follow this pattern:

- Star of the Week
- The winning house will be named
- The Attendance Award for the house with the best attendance
- A time for reflection of the gifts and abilities we all have

Points

Through the use of the 'Trackit Light' system, children can be awarded Points. These are awarded for good effort in work, relationships with peers and all other aspects of school life. There will be some specific weeks where a certain behaviour is targeted, for instance those in relation to the school values. All members of staff should feel they have equality, and are able to take part in the reward system.

Other ways of achieving Points

Points can also be awarded via the following:

Special Celebration Award = 150 points

Star of the Day = 20 points

100% attendance for a term = 50 points

Star of the Week = 50 points

The Merit Badge System

From FS2 to Year 6, the children work towards achieving their year group merit badge. This is awarded for the achievement of 20 merits across the year.

150 points = 1 merit

20 merits = year group merit badge

Merit Badges Awarded According to Year Group

Reception	Blue
Year 1	Green
Year 2	Red
Year 3	Yellow
Year 4	Bronze
Year 5	Silver
Year 6	Gold
Recognition of Exceptional Effort	Platinum

It is expected the child will complete the badge they are on, before moving to the next one.

A summary of Rickley Park's approach to the 'Trackit Lights' system can be found in appendix 4.

The House System

We also run a house system in the school. There are four houses within the school. The weekly scores are collected and celebrated with the children in the Friday Celebration Assembly. The house with the most points at the end of term will be awarded the 'House Prize' and they will be able to participate in an enjoyable activity as a house. The winning house with the most points accumulated over the year will be awarded the 'House Shield' which is engraved with the winning house team.

Each term, houses will have the opportunity to get together to build a sense of community across the school. There will also be house competitions throughout the school year.

The Secret Celebration Award

This will be awarded at the end of each half term to a pupil from each class who has shown excellent commitment to the school values. This will form part of the Friday celebration assembly. The parents/carers of children who have been chosen will be invited to this assembly.

Other Rewards

Other rewards may include:

- Stickers
- A Marvellous Me message home

- Sharing work with a member of SLT or another teacher e.g. partner class or previous teacher
- Sharing work with parents

Additional Support Strategies to Promote Positive Behaviour

There may be a number of children who, for whatever reason, find that they need additional individualised support with their behaviour - early identification and intervention being essential.

It is expected that where a child is struggling with their behaviour, the class teacher acts reflectively, and considers how to pro-actively support that child. It must be remembered that behaviour is communication. Key Stage Leads are the first port of call for class teachers and teaching assistants to seek and gain advice and strategies to support a child. Should problems persist, the class teacher and the key stage lead will arrange a meeting with parents and carers to see how best to support the child. It may be decided that a Positive Behaviour Plan is the best way forward to support that child. This plan will detail individual, proactive strategies in place for the child.

Should an issue persist, the Key Stage Lead will make a request for themselves or the Class Teacher to attend the Behaviour, emotional and welfare team (BEWT) panel, which is held weekly, to share the child's difficulties. The purpose of this panel is to identify further avenues of support for the child, and this may lead to the further deployment of school resources or referrals to outside agencies. It is essential that the presenting member of staff is able to discuss strategies that have been attempted thus far, and the impact of these.

Being fair isn't about everyone getting the same but it is about getting what they need.

Responding to Challenging Behaviour

Least to Most Intrusive Consequences

We need to plan how to respond to, or divert, children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage.

The adult chooses the intervention on the basis of what will be the least intrusive in terms of disrupting the learning, and also on the basis of their knowledge of the individual child. What works for one child will not work for all, so adults need a range of interventions on which to draw.

A child should never lose access to interventions that support their emotional wellbeing as a consequence of their behaviour.

Non-verbal messages

- The Look, moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips etc.

Tactical or planned ignoring

- The teacher decides temporarily not to notice specific behaviour from a specific child. The class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.

Description of reality

- A simple statement of fact describing the inappropriate behaviour. This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.

Simple direction

- Clear statement of required behaviour,, The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as you have asked.
- Restate the relevant rule e.g. "In our school we...", "What is the rule about listening?"

Question and feedback

- Asking a prompt question to show that you have noticed inappropriate behaviour. "What's happening here?"

Expressing disappointment or disapproval, or using humour.

Blocking or assertive statements

- If there is resistance to argument, acknowledging the child's point of view but reiterating your instruction can be effective. "Put your pen down, thank you." I understand that you have not finished but I need you to put your pen down now and listen, then we can talk about when you can finish"

Choices and consequences

- Enabling a child to take responsibility for his/her own actions. Offer them clear choices and allow follow up time.

Using I messages

- For example: "When you keep interrupting I feel really disappointed because we won't be able to finish on time. I need you to be quiet and listen carefully. Thank you."

Time out in another classroom

- It may be appropriate and helpful for some children to take a break from their class in another classroom. This should be time limited. Work will be provided by the Class Teacher. This is different to internal exclusion (see the exclusions section on p. 7).

Remember to:

- Allow 'take-up time'.
- Notice as soon as the child begins to behave appropriately and giving positive feedback. "Child A, you're listening really well" or non-verbally.
- Speaking in a calm, controlled voice, not raising the volume, and refusing to be drawn into argument.
- Negotiate an outcome you can live with.
- Have a quiet word with the child. Referring to the behaviour you require rather than what you don't want.
- Use gentle humour, but not sarcasm.
- Logical consequences should be applied wherever possible. The consequence given should be linked to the child's behaviour e.g. Incomplete work should be completed in the child's break or lunchtime when the child has chosen not to complete it.
- Act reasonably and proportionally. Children should not be issued with excessive consequences for their actions.

Behaviour for Learning Chart – Trackit Lights

The following chart summarises how behaviour should be responded to at Rickley Park, by all members of the community. It is a graduated response and emphasises the collective responsibility we all have the effective management of behaviour across the school. This should be found in all classrooms alongside specific class information.

These are example behaviours and consequences that might be observed/given at each level. Professional judgement, and knowledge of the child must be exercised to ensure that appropriate responses are given. Consequences given should be logical and fair. This chart can be used in hierarchical order to respond to behaviour or by choosing the most appropriate level.

	Behaviour	Outcome
Strengths	<ul style="list-style-type: none"> • Following the school rules and showing values • Showing good manners • Excellent effort in your work • Good partner or team work • Ready to learn • Good listening • Walking sensibly around school • Good tidying • 	<ul style="list-style-type: none"> • Stickers • Points / Merits • Sharing work with the Key Stage Lead or a member of SLT • Send message home on Marvellous Me • Star of the week • 100% attendance • Secret Celebration Award
Needs Work	<ul style="list-style-type: none"> • Reminders needed about school rules and values e.g.: • Distracting others • Being disrespectful • Not following instructions • Not being reading to learn • Not on task • Poor listening • Talking over others • Poor manners • Not looking after school equipment 	<p><u>Verbal Warning</u></p> <ul style="list-style-type: none"> • Use the phrase, "In our school we...." Followed by a reminder of the appropriate school rule. • Ask the child to state the relevant rule e.g. "What's the rule about...?" • Visual clues
Concerns	<ul style="list-style-type: none"> • Repeated reminders of the above 	<p><u>Thinking Time at Break</u> 5 minutes – to include a brief discussion with the member of staff who issued the consequence to support reflection.</p>
Incidents	<ul style="list-style-type: none"> • Persistent disruption to the lesson • Dangerous Behaviour • Bullying • Aggressive Behaviour • Violence • Damage to school property • Racism 	<p><u>Time in Partner Class</u> Class Teacher informs parents</p> <p><u>Year Lead/Class Teacher</u></p> <ul style="list-style-type: none"> • Key Stage Lead /Class Teacher informs parents and issues and appropriate consequence e.g. loss of break for extended periods of time/arranging for damage to be repaired, meeting with parents, Positive Behaviour Plan to be introduced.
	<ul style="list-style-type: none"> • Persistent disruption to the lesson • Dangerous Behaviour • Bullying • Aggressive Behaviour • Violence • Damage to school property • Racism <p>Incident Log to be completed via 'Trackit Lights'</p>	<p><u>Senior Leadership Team</u></p> <ul style="list-style-type: none"> • SLT member informs parents • Actions may include: <ul style="list-style-type: none"> - Meeting with parents - Loss of break and lunch for extended periods of time - After school detention - Internal Exclusion - Fixed Term Exclusion - Exclusion - Positive Behaviour Plan

A summary of this chart can be found on appendix 3. This must be shared with the children and displayed in all classrooms, alongside the school rules.

Serious Incidents

The emphasis for all staff in these situations should be on de-escalation strategies. What can be done to help the child regulate and for the incident to be brought to end?

An incident log will need to be completed by those on 'Trackit Lights'. This is important for being able to communicate the incident effectively to parents, and for gathering evidence for support from external agencies. Furthermore, where fixed term or permanent exclusions are applied, a record of the incident is essential to support the processes and procedures associated with exclusions.

Parents must always be informed when a red incident is recorded on 'Trackit Lights'.

Recording of Incidents

The recording of incidents is important as it can help build up picture of a child's behaviour over time. At Rickley Park, we use the following methods to record behavioural incidents:

- Incident Form (Trackit Lights) – this must be completed for all incidents recorded
The following must be included:
 - The full names of other children involved
 - Location
 - Trigger
 - Possible Motive
 - Action Taken
 - The comments section should include details of the incident, de-escalation strategies tried and any further actions taken.

The following may also be put in place when we wish to gain more information on child's behaviour. This will be under the direction of Senior Leadership Team or the key stage lead:

- ABC forms – used for analysing triggers for behaviour and the effectiveness of consequences (See Appendix 1)
- Behaviour Frequency Charts (See Appendix 2)

A child's Positive Behaviour Plan will state which the best methods of recording incidents are for that child.

Exclusions

Permanent or Fixed Term Exclusions

The decision to implement an exclusion, fixed term or permanent, is not taken lightly; however, the decision to exclude a pupil may be taken when there is a serious breach of the school's behaviour policy or if allowing the pupil to remain in the school would seriously

harm the education or welfare of other persons in the school or the pupils. All evidence relating to incident will be carefully considered.

Internal Exclusions

There may be circumstances where an internal exclusion is appropriate. This will be decided by a member of the Senior Leadership Team, and logged with the related incident on 'Trackit Lights'.

Monitoring and Review

Behaviour will be monitored weekly in the following ways:

Class teachers to monitor the behaviour in their classes via 'Trackit Lights'. Concerns should be raised to the Key Stage in the first instance. Incidents to be looked at and next steps decided if appropriate.

Key Stage Leads to monitor behaviour weekly in Key Stage meetings. Any children causing concern to be discussed and strategies and approaches decided as an action. Incidents to be looked at and next steps decided if appropriate.

BEWT – behaviour to be monitored weekly in the BEWT meeting. Incidents to be looked at and next steps decided if appropriate.

The 'Bound and Numbered Book' will be reviewed in Senior Leadership Team meetings.

Conduct Outside of School Gates

Teachers have the statutory power to discipline pupils for conduct outside of the school gates. Principals have the specific power to regulate pupil's behaviour in these circumstances to "such extent that is reasonable."

They may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- In some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions about apply, that:

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

Discipline will always be carried out in accordance with the staged sanctions laid out in this policy, unless there is increased risk to pupils or staff and swifter action may be taken.

While out on visits, the lead member of staff will have briefed the team on expectations of

behaviour and procedures for managing hazards and risks caused by inappropriate behaviour. On occasions the school may deem another agency more appropriate to deal with the incident or issue e.g. police.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment.
2. Power to search without consent for 'prohibited items' including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item which has been banned by the school.

Bullying

Bullying can be physical or emotional and it can take many forms (for example, cyberbullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example, because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties). Consequences will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. School will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

Racist Incidents

Should a racist incident take place, this should be recorded on 'Trackit Lights' and a copy incident passed to the Senior Administrator to record onto SIMs. The incident will be reported to the Local Authority.

Reasonable Use of Force

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All staff must adhere to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school

Positive handling is never endorsed unless for the safety of the child or others and is as a last resort. If there is another member of staff present when positive handling is required (for safety reasons) who has the appropriate training, an untrained staff member would not need positively handle the child. Lists of trained staff can be found in the main office, staff rooms and each classroom. As a school we adhere to the Team Teach principles and for any positive handling conducted, staff will always ensure they inform a member of the Senior Leadership Team and complete the Bound and Numbered Book.

Telling parents when force has been used on their child

Parents should be informed about serious incidents involving the use of force as soon as possible and the adults involved will complete a serious incident form (see Appendix 4) and the Bound and Numbered book.

What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law — that is, they have used reasonable force in order to prevent injury, damage to property or disorder — this will provide a defence to any criminal prosecution or other civil or public law action.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a member of staff, the school will ensure that the staff member has access to a named contact that can provide support. The Governing body should always consider whether the staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against them. As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

GDPR

GDPR Statement

The EU General Data Protection Regulation (GDPR) is a privacy and data protection regulation in the European Union effective from May 25 2018.

The GDPR imposes new obligations on organisations that control or process personal data and introduces new rights and protections for EU citizens.

We are committed to ensuring that your privacy is protected and we strictly adhere to the provisions of all relevant Data Protection Legislation, including GDPR, ensuring all personal data is handled in line with the principles outlined in the regulation that state:

Personal data shall be:

1. Processed lawfully, fairly and in a transparent manner in relation to the data subject
2. Collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed
4. Accurate and, where necessary, kept up to date
5. Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed
6. Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures

How GDPR impacts this policy

- Behaviour reports are kept for the life of the report plus three years and then securely destroyed.
- Positive Behaviour Plans are kept in a secure, lockable cupboard and securely disposed of at the end of the administrative life of the record.

- If Positive Behaviour Plans form part of an Individual's Education Plan, then they are kept in a secure, lockable cupboard and securely disposed of after the pupil's DOB plus 25 years.
- All information stored electronically is password protected.

Date/Time:	Activity/Context:	Antecedent <i>(Trigger/what happened before that <u>may</u> have contributed to the incident)</i>	Behaviour <i>(What the behaviour looked like)</i>	Consequence <i>(What happened as a result of the incident?)</i>

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ABC Form

Name of child: _____ Class: _____

Appendix 1

Agreed outcome:

Trackit Lights

	Behaviour	Outcome
Strengths	<ul style="list-style-type: none"> • Following the school rules and showing values • Showing good manners • Excellent effort in your work • Good partner or team work • Ready to learn • Good listening • Walking sensibly around school • Good tidying • 	<ul style="list-style-type: none"> • Stickers • Points / Merits • Sharing work with the Key Stage Lead or a member of the Senior Leadership Team • Send message home on Marvellous Me • Star of the week • 100% attendance • Secret Celebration Award
Needs Work	<ul style="list-style-type: none"> • Reminders needed about school rules and values e.g.: • Distracting others • Being disrespectful • Not following instructions • Not being reading to learn • Not on task • Poor listening • Talking over others • Poor manners • Not looking after school equipment 	<p><u>Verbal Warning</u></p> <ul style="list-style-type: none"> • Use the phrase, “In our school we...” Followed by a reminder of the appropriate school rule. • Ask the child to state the relevant rule e.g. “What’s the rule about...?” • Visual clues
Concerns	<ul style="list-style-type: none"> • Repeated reminders of the above 	<p><u>Thinking Time at Break</u> 5 minutes – to include a brief discussion with the member of staff who issued the consequence to support reflection.</p>
Incidents	<ul style="list-style-type: none"> • Persistent disruption to the lesson • Dangerous Behaviour • Bullying • Aggressive Behaviour • Violence • Damage to school property • Racism 	<p><u>Time in Partner Class</u> Class Teacher informs parents</p> <p><u>Key Stage Lead/Class Teacher</u></p> <ul style="list-style-type: none"> • Key Stage Lead /Class Teacher informs parents and issues and appropriate consequence e.g. loss of break for extended periods of time/arranging for damage to be repaired, meeting with parents, Positive Behaviour Plan to be introduced.
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Rickley Rewards



Secret Celebration Award = 150 points

Star of the Day = 50 points

100% attendance for a term = 100 points

Star of the Week = 75 points

500 Trackit Lights = 150 points

Merit Marks

150 points = 1 merit mark

20 merits = A merit badge

Reception	Blue
Year 1	Green
Year 2	Red
Year 3	Yellow
Year 4	Bronze
Year 5	Silver
Year 6	Gold
Recognition of Exceptional Effort	Platinum

Appendix 3

Rickley Park Behaviour Update in response to COVID19

In response to the COVID-19 situation, Rickley Park School has implemented the following protocols which will take place with immediate effect and will remain in place until further notice.

- Children should arrive promptly at the time specified in their letter. Entry may be postponed if they do not arrive at their specified time. Children must be collected on time. Children must enter and exit via the specified areas. These areas may be subject to change at the discretion of the Senior Leadership Team

- All children to adhere to the new one way system when walking through corridors by keeping to the left at all times. Staff will explain and demonstrate this to children
- All children will be expected and encouraged to maintain safe levels of personal hygiene. This will include washing hands upon entering school and at regular intervals throughout the day, using a tissue for any coughs or sneezes using “Catch it, Bin in, Kill it” and disposing of any used tissues in the allocated lidded bins
- All children will be placed in a consistent year group “bubble”. Children must stay within their bubble at all times and not leave or join another bubble
- Children should tell an adult in their bubble if they are experiencing any symptoms of coronavirus – children will be given reminders of the symptoms in a child friendly manner
- Children will be given their own individual stationery set. Each child must bring a labelled water bottle into school every day and this must be taken home at the end of each day so that it can be washed and sterilised
- Break times and lunch times will be staggered throughout the day with each bubble being allocated a certain area. Staff will ensure that children are aware of the area allocated to them. Children must remain in their area at all times unless directed by a member of staff
- Children will be allowed to use the toilets when required. Each bubble will be allocated toilets to use. Children will be reminded to wash and dry their hands when they go to the toilet
- Rickley Park will not tolerate the following behaviours:
 - Biting
 - Spitting
 - Blowing raspberries
 - Licking
 - Refusal to wash hands

Any child displaying any of the above behaviours will have their place at Rickley Park reviewed by the Head of School for the duration of the COVID-19 pandemic. The school will continue to use “Trackit Lights” for both positive and negative behaviours. If a child receives a “red” parents will receive a phone call.

- As is normal practice at Rickley Park, the use of Team Teach will only be used as a last resort. If a child does require Team Teach, the SLT will risk assess whether it is safe for the child to be in school under the current situation