WEST KIRBY PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT & ANTI BULLYING POLICY 2020

Please refer to national statutory guidance "Keeping Children Safe in Education, DfE" and "Working together to safeguard children, DfE"
For Wirral policies, procedures and guidance go to: https://www.wirralsafeguarding.co.uk/

Please refer to the following school policies for related information and guidance:
Behaviour Statement, Staff Code of Conduct, Volunteer Policy, Safer Recruitment Policy, Child Protection Policy, Behaviour and Anti-bullying Policy, Health & Safety Policy, First Aid Policy, Intimate Care Policy, First Aid Policy, SEND Policy, SRE Policy, E-safety Policy, Acceptable Use of technology including Social Networking Policy, Whistleblowing Policy, WLSCB Prevent Policy and Covid-19 policy

Our School Vision

At West Kirby Primary School we are committed to working together to create a happy, caring community where all members are included, secure and confident; have an equal opportunity to fulfil their potential and to develop the skills necessary to make a valuable contribution to society; both now and in the future.

Aims and principles

In accordance with our school vision statement, we aim:

- To provide a safe and supportive learning environment for all children and adults by engendering a friendly, positive atmosphere so that children will have the best opportunity possible to grow personally, socially, emotionally and academically.
- To actively promote the of responsibility, duty and respect, both for oneself and for others as well as "British values" (which we recognise are upheld by many other cultures and nationalities) of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- To ensure that all pupils and staff know what is meant by bullying and to promote a school ethos where all types of bullying are regarded as unacceptable by everyone
- To deal with bullying swiftly and effectively when it occurs and to work with the bully and the bullied in order to effect reconciliation and to avoid further incidents
- To eliminate all forms of discrimination

We invest time in explicitly teaching and modelling the types of behaviour we wish to see and by showing children how much we all value good moral and social behaviour. We reinforce this by identifying, highlighting and praising good behaviour as it occurs. We do not tolerate incitement to violence, extremist views, bullying or harassment in any form. We expect all adults in school to model our Code of Conduct and set a good example at all times.

All members of our community are supported to acknowledge and respect cultural, emotional, social and spiritual differences – to show respect for all.
We recognise that knowing and understanding individual children, their differences and similarities must remain at the heart of a consistent approach to behaviour management.

Our Home-School agreement reinforces this message and sets a clear expectation that we should all behave considerately towards each other and follow our school Code of Conduct.

Code of Conduct
Our "Code of Conduct" is reviewed and agreed with all children at the beginning of each school year. We invite all children to sign up to it. This is displayed in all classrooms and shared areas and referred to frequently. This encapsulates what we mean by good behaviour.
Our Code of Conduct is a hand illustrated document, given to all new families and displayed around our school. It contains the following messages:-

WEST KIRBY PRIMARY SCHOOL CODE OF CONDUCT

We try at all times:

- **to be honest and truthful**
- **to be polite and friendly to everyone in school and to visitors**
- **to be willing to help others**
- **to treat everyone kindly and with respect**
- **to take a pride in our work**
- **to do our best and set a good example**
- **to look after our school and everything in it**
- **to listen when other people are talking**

Our School Council discuss behaviour issues and management throughout the year and suggest ways behaviour can be improved. Explicit teaching also takes place through assemblies and through the PHSCE curriculum.

Rewards , incentives and support
We expect and actively encourage our older children to set a good example to younger children. We look out for and praise examples of good behaviour throughout the day.

Children may be awarded team points for modelling good behaviour, manners and attitude towards adults and toward each other. Achievement, effort and progress are recognised in various ways:

- smiley faces
- stickers
- team points
- positive comments
- a visit to another class
- a visit to another member of staff or the head
- gold star for exceptional positive behaviour
- Weekly merit assembly: Each week one child in each class throughout the school is presented with a merit badge in a special assembly to which family are invited, in public recognition of any of these factors.

Unacceptable Behaviour and sanctions
Our Code of Conduct (above) sets out the behaviour we expect so any behaviour falling outside these boundaries is considered unacceptable. We make it clear that it is the behaviour and not the child which is unacceptable. Our Sanction Steps for Years1-6 can be found in Appendix 1. EYFS have slightly different steps:-
Orange = short time out to reflect (usually about 3 mins)
Red = short time out to reflect and then a consequence such as not being able to access a preferred activity for a short period of time.
Most pupils are managed without passing Step1 or 2. Pupils reaching Step 3 or 4 are reviewed at the end of half term and improvements are celebrated. Targets and support to improve is put in place for those with 3 or more sanction cards in a half term. It is rare for pupils to reach Step 5. This would reflect a serious aggressive, offensive or illegal incident or repeated incidents of behaviour resulting in frequent orange and/or red cards.

Early intervention to address underlying causes of unacceptable behaviour includes an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The involvement of other agencies to assess a pupil who demonstrates persistent disruptive behaviour will be considered.
The use of fixed term exclusion will be considered for serious disruptive, offensive or harmful behaviour including bullying. Where repeated exclusions are required, a pupil may transfer to another school as part of a 'managed move' with the consent of the parties involved, including the parents and the admissions authority of the school selected. Permanent exclusion will only be used as a last resort, in response to **a** very serious breach or persistent breaches of the schools behaviour policy. Any decision to exclude a pupil is at the discretion of the Headteacher who will consider all of the available information before reaching a decision.

Prevent
From July 2015 all schools (as well as other organisations) have a legal duty to safeguard children from radicalisation and extremism.
This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.
These include:
• Exploring other cultures and religions and promoting diversity
• Challenging prejudices and racist comments
• Developing critical thinking skills and a strong, positive self-identity
• Promoting the spiritual, moral, social and cultural development of pupils, including the British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, and by vetting visitors who come into school to work with pupils.
Please see Appendix 5 for more information on the Prevent duty.

Low level disruption and minor incidents
The majority of incidents of unacceptable behaviour in school are of low level disruption. We recognise that children may behave in an unacceptable way in order to gain attention. We try to minimise this by focusing on praise and attention for acceptable behaviour. We also recognise that children may do this to draw attention to themselves because they need support within or beyond the lesson, Class teachers plan differentiated lessons to meet the range of learning needs and styles within the class. These are evaluated and amended as the topic progresses in response to the needs of the individuals within the class. Teachers will consult with the Special Educational Needs Coordinator (SENCO) and with external agencies for advice where necessary.

We draw on the strategies described in the paragraph above to try to "bring out the best" in each child. Explicit teaching about dealing with conflict and difficult emotions takes place through assemblies and through the PHSCE curriculum. We acknowledge that none of us are perfect and we all do things we should not at times.

We expect children to take full responsibility for their own behaviour and develop a growing understanding of the effects and impact of their own behaviour on other people. We refer to our Code of Conduct to help the child identify the desired behaviour and recognise what they have done that is not acceptable. We encourage children to apologise and put things right, accept an appropriate sanction and then move on.

We recognise that the use of sanctions may be necessary to make it clear that certain behaviours are unacceptable; to deter others from similar behaviour and to ensure the health and safety of all pupils.

We use a system of stepped sanctions which are discussed with the children and displayed alongside the Code of Conduct to be referred to when necessary. We have introduced a visual “traffic light” chart to make sure all children are clear about where they are. All children begin every day with names in the green zone so each day is a fresh start with an expectation they will all “do the right thing” and stay in the green zone. If sanction steps are needed, the child moves their name card so they can see clearly the consequences of their behaviour.(See Appendix 9)

Low level disruption and minor incidents may include:

- not following adult instructions first time
- talking when asked to be quiet
- interrupting others
- distracting others
- not listening to others who are talking
- running inside the building
- excessively loud behaviour in a quiet context

More serious incidents of unacceptable behaviour

More serious incidents may include continuing with behaviours above after reminders

- being deliberately unkind to other children
- using offensive language
- intentionally spoiling other peoples work/ games
- causing permanent damage to the property of others/ school
- fighting or hurting anyone on purpose
- bullying
- any behaviour which is illegal

Bullying

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.
Bullying is repeated over time.
Bullying makes those being bullied feel powerless to defend themselves.
Bullying is unacceptable.

Note: Sometimes children perceive one off acts of unkind behaviour as bullying. All incidents should be responded to in line with the Sanction Steps above. The victim should be reassured that they were right to bring the incident to the adult’s attention and be informed of the outcome and a sensitive reminder to the victim of the definition of bullying should be provided

Special Educational Needs

There will be children who have particular difficulties managing their own behaviour and do not respond to the usual strategies. We recognise that behaviour is a form of communication and try to understand the needs of the child and causes of the behaviour. We look for triggers and patterns and try to pre-empt situations which may raise anxiety &/or cause distress for that child. We will draw up or amend an existing Additional Support Plan for that pupil in consultation with parents/carers and with other agencies where necessary. This will state what support will be provided, what additional strategies will be used to reduce risks and will set out clear targets for improvement.
***We are mindful at all times of our duty under the Education Act 2010 to safeguard and promote the welfare of all children and to eliminate any form of discrimination and with a particular awareness of vulnerable pupils*.**

Reporting more serious incidents of unacceptable behaviour

It is the responsibility of every member of the school community to report incidents of unacceptable behaviour including bullying when it occurs. (See flow chart in Appendix 7 & 8)

We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with this Policy for pupils and the Code of Conduct for staff. (See Appendix 5 and refer to Child protection Policy for more detailed guidance on response)

We will respond promptly and effectively to reported incidents- we cannot deal with anything we are unaware of, so need all members of our school community to be vigilant and report any concerns.

Parents should speak directly to the class teacher if they have any concerns.

Pupils should report concerns directly to a member of staff or Key Stage 2 pupils may use their classroom 'worry box'.

Class teachers should respond following the procedure below.

- Child/ parent/ other adult reports the unacceptable behaviour to the class teacher. The teacher investigates, keeps a written record, and follows the sanction steps above.
- For more serious incidents including bullying, the Phase Leader or Headteacher investigates further where appropriate, ensures parents of children involved are informed and works with all parties in order to support the victim and enable the perpetrator to gain insight into their behaviour, apologise and make amends and receive an appropriate sanction.
- A range of interventions may be implemented to support the victim or assist the perpetrator in understanding and changing their behaviour including peer mentor/ buddy support, social skills group, anger management support.
- External agencies will be consulted & involved where appropriate

The use of fixed term exclusion will be considered for serious disruptive, offensive or harmful behaviour including bullying. Where repeated exclusions are required, a pupil may transfer to another school as part of a 'managed move' with the consent of the parties involved, including the parents and the admissions authority of the school selected. Permanent exclusion will only be used, at the discretion of the Headteacher, as a last resort, in response to **a** very serious breach or persistent breaches of the schools behaviour policy.

In the event of a concern relating to a member of staff, this should be raised with the Headteacher in the first instance, except if the concern relates to the Headteacher- in which case it should be the Chair of Governors.

The Headteacher or Chair of Governors may be contacted via the School Office
Email: schooloffice@westkirby-primary.wirral.sch.uk or chair@westkirby-primary.wirral.sch.uk
Telephone: 0151-625-5561

Screening/ searching pupils: In the unlikely event of a child being suspected of possessing an illegal, dangerous or stolen item, we will ask the child to hand over the item voluntarily in the first instance. If necessary, we will follow DfE guidance regarding the power to search pupils without consent, including the use of reasonable force as set out below- and will inform parents on the same day of what has happened- see **Appendix 4** for more detailed guidance.

The power to use reasonable force: This is a last resort in an emergency situation when a child is at immediate risk of causing serious harm to themselves or others. If it is possible to de-escalate the situation verbally, by instructing others to move away or by involving another member or members of staff, this will always be the preferred option. A written record will be made and given to the

Headteacher in the event of the use of this power and parents will be informed the same day and invited to discuss the incident.
The Government provides clear guidance as to the responsibilities of headteachers and governing bodies in respect of this power. All staff will receive training in respect of these powers to ensure the advice is understood. It is always unlawful to use force as a punishment- see **Appendix 3** for more detailed guidance .

The power to discipline beyond the school gate: This covers the school response to non-criminal unacceptable or dangerous behaviour or bullying off the school site which is witnessed by a member of staff or reported to the school. If this should occur, school staff will speak with the pupils concerned and/or inform parents and may apply sanctions in line with our sanction steps above. Any criminal activity will be reported to the police.

Staff accused of misconduct: Any allegations relating to the possible abuse of a child are referred directly to the Local Authority Designated Officer (LADO). Other allegations of misconduct are dealt with in accordance with the Local Authority Disciplinary Procedure. In either case, the member of staff will be offered a named contact who can provide pastoral support.

Success Criteria

- All members of our school community are aware of and adhere to our Behaviour Management Policy.
- All members of our community show respect for each other
- A happy and secure environment where all children and young people can stay safe, enjoy and achieve, be healthy, make a positive contribution and achieve future economic wellbeing.

Record keeping, Monitoring and Review
The success of the policy is monitored by staff in the school and by the Governing Body. Teachers keep records of all behaviour incidents and of meetings with parents. The Head/Deputy Headteacher keeps records of action and follow up relating to any incidents referred and including any incidents of exclusion, screening & searching, the use of reasonable force, and any incidents beyond the school gate and the involvement of other agencies. The Headteacher will report to the Governing Body termly on the frequency and circumstances under which these powers have been used.
The Head teacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded and reports these figures to the Governing Body termly.
It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.
This policy will be revisited by all staff through annual training and be reviewed by the Governing Body at least bi-annually.

Next review due Autumn 2021

REVISION HISTORY

Revision	Date	Changes
1	Autumn 2014	Previous Policies for Behaviour Management and Anti-bullying reviewed and merged
2	Spring 2015	Policy amended to include more information requested by parents
3	September 2015	Cross references to safeguarding policies added
4	September 2015	Policy reviewed to include responsibilities under the Prevent Duty
5	June 2016	Reviewed in the light of updated DfE Advice January 2016
6	Autumn 2017	Reviewed in the light of DfE Exclusion guidance September 2017
7	Summer 2018	Reviewed- no changes
8	Summer 2019	Reviewed after Exclusion training- to include reference to the discretion of the Headteacher, small additions relating to EYFS and updates relating to SEND.
9	March 2020	Reviewed in light of Covid 19

APPENDICES

Our Policy has been drawn up with reference to the following key documents-all available to download from the DfE website and included in the staff E-handbook and staffroom Safeguarding folder :

1. **Behaviour and discipline in Schools: Guidance for governing bodies DfE July 2013**
2. **Behaviour and discipline in schools : Advice for headteachers and school staff January 2016**
3. **Use of reasonable force : Advice for headteachers, staff and governing bodies DfE July 2013**
4. **Screening, searching and confiscation DfE Feb 2014**
5. **The PREVENT Duty DfE June 2015**
6. **Exclusion from maintained schools, academies and pupil referral units in England DfE September 2017**

1. Behaviour and discipline in Schools: Guidance for governing bodies DfE July 2013

Key points:

- *This document is statutory guidance from The Department of Education*
- *Every school must have a Behaviour Policy which must include the school rules*
- *The Governing Body must provide clear advice and guidance (Statement of Behaviour principles)to the headteacher on which to base the Behaviour Policy*
- *The Governing Body must consult with the headteacher, staff, parents and pupils before making their statement and should advise the headteacher to include the following items within the school Behaviour Policy*
  - Screening and searching pupils
  -The power to use reasonable force or make other physical contact
  -The power to discipline beyond the school gate
  - Pastoral care for school staff accused of misconduct
  - When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour

2. Behaviour and discipline in schools : **Advice for headteachers and school staff January 2016**

Key points:

- *The headteacher must set out measures in the behaviour policy which aim to promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work and regulate the conduct of pupils.*
- *This policy must be clear, well understood by staff, pupils and parents and consistently applied. It must take account of the Governing Body's statement of behaviour principles.*
- *The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year and it must be published on the school website.*

3. Use of reasonable force : Advice for headteachers, staff and governing bodies DfE July 2013

Key points:

- *All school staff have a legal power to use reasonable force to prevent pupils from hurting themselves, or others, or from damaging property or causing disorder and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.*
- *Reasonable force means using no more force than is needed and may range from guiding a pupil to safety by the arm (eg an upset child standing in a dangerous place), standing in front of a pupil to block their path (eg an angry pupil trying to run out of school) to physically restraining (eg holding back two pupils who are fighting and are refusing to separate themselves)*
- *It is always unlawful to use force as a punishment*
- *Suspension should not be an automatic response when a member of staff has been accused of using excessive force*
- *Senior school leaders should support their staff when they use this power.*

4. Screening, searching and confiscation DfE Feb 2014

Key points:

- *School staff can search a pupil for any item if the pupil agrees*
- *The Headteacher and staff authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting they may have a prohibited item*

Prohibited items are:
Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item suspected by staff of being used or likely to be used to commit an offence or cause personal injury or damage.

- *School staff may confiscate any prohibited item found as a result of a search*
- *School staff may confiscate any item, however it is found, if it is considered by staff to be harmful or detrimental to school discipline*

5. The Prevent Duty DfE June 2015 (Refer to WKPS Child Protection Policy and WLSCB Preventing Extremism and Radicalisation Safeguarding Policy)

Key points:

- It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.
- Schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.
- School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

6 A) What types of bullying are there?

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)

- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chatroom misuse;
  mobile threats by text messaging and calls;
  misuse of associated technology ie: camera and
  video facilities including those on mobile phones.)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments, including comments relating to sexual orientation)
- Religious (comments relating to an individual's faith or belief system)

6. B) <u>What are the signs and symptoms of bullying</u>?

There is no foolproof way of knowing whether a child or young person is being bullied. Bullying can be a covert and even secretive activity. Reducing bullying therefore involves effective communication between members of staff and parents as part of a school culture where talking about bullying and asserting one's right to feel safe are viewed as particularly important. We encourage children to inform adults or playground buddies about bullying if they see it occurring so that it can be dealt with.

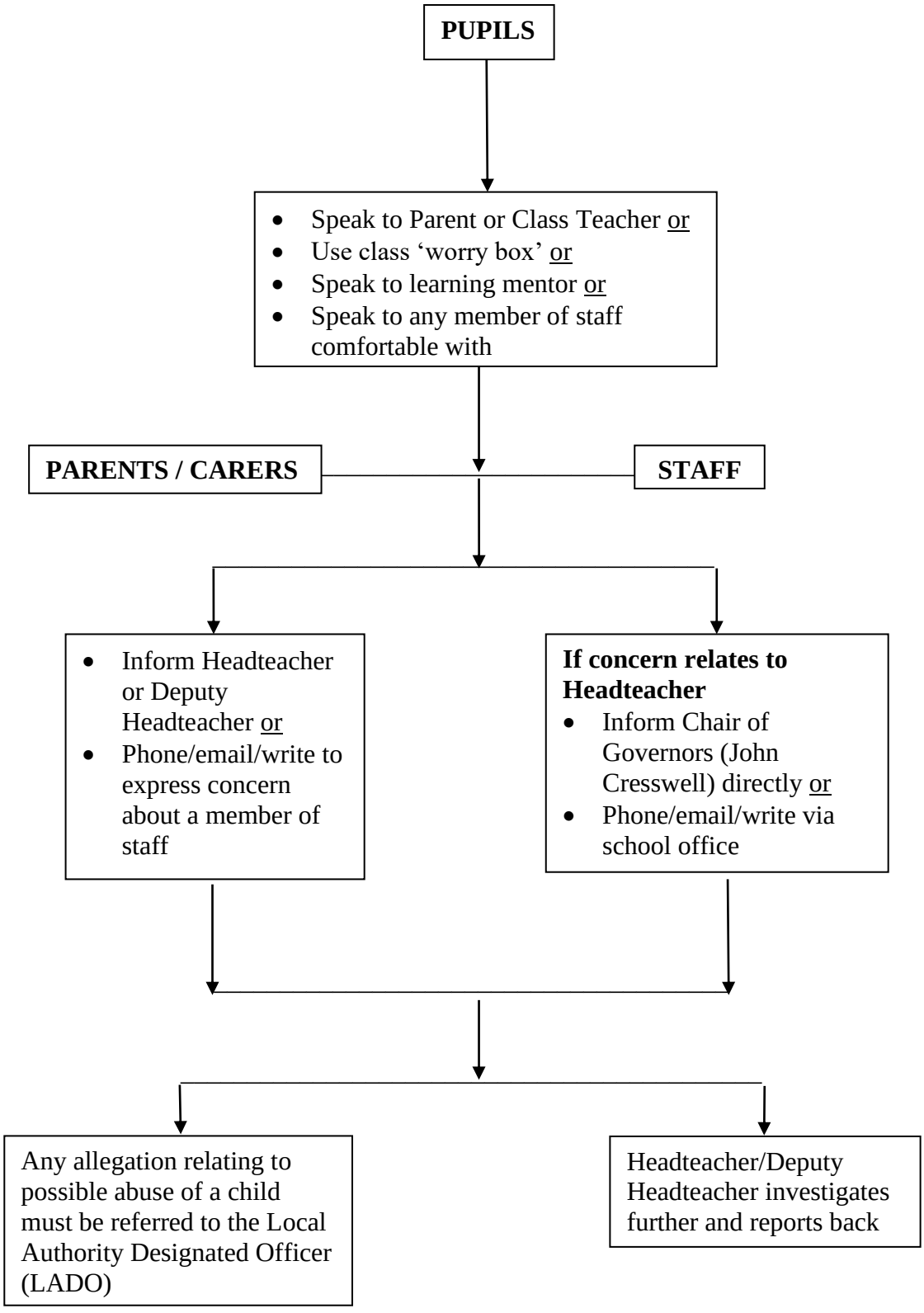
The following are some useful indicators that can lead to a more detailed discussion of what is happening to a young person.:-

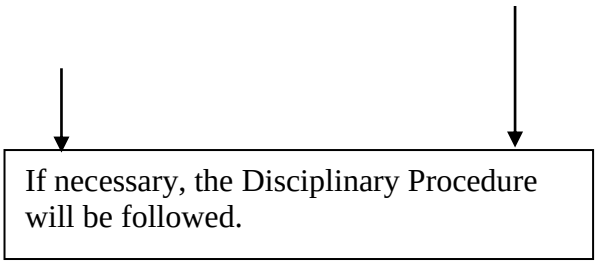
- Unexplained bruises, scratches, cuts, bite marks;
- Belongings repeatedly going missing;
- Unwilling to say why she/he is unhappy;
- Unwilling or distressed at the thought of going to school;
- Reports aches and pains/ feels unwell in the mornings
- Frightened of walking to or from school alone;
- Changes route to school;
- Has started taking longer to get home from school;
- Seems withdrawn/unhappy or in a world of his/her own;
- Cries at bedtime;
- Returns home with torn clothes or damaged schoolwork;
- Returns home hungry (lunch/snack money stolen);
- Asks for more money than usual or steals money (to pay off bully);
- Loses interest in schoolwork or finds it harder to concentrate;
- Afraid to use mobile phone or internet/ jumpy when messages received/ secretive
- Refuses to go out to play or stops going to cubs/brownies in the evenings or at weekend

APPENDIX 7

BEHAVIOUR POLICY

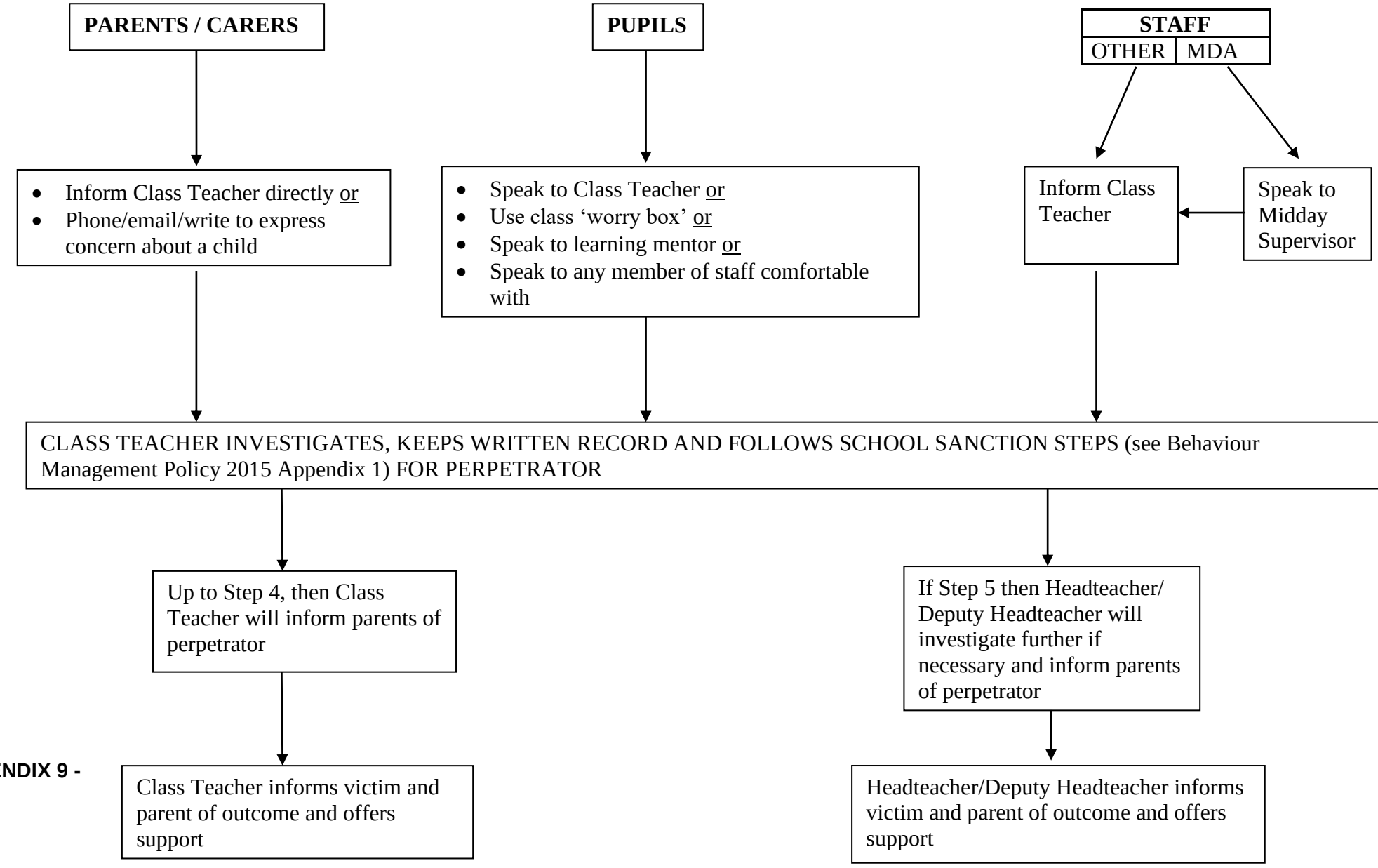
REPORTING CONCERNS ABOUT A MEMBER OF STAFF




If necessary, the Disciplinary Procedure will be followed.

APPENDIX 8 BEHAVIOUR POLICY

REPORTING CONCERNS ABOUT A PUPIL IN SCHOOL



APPENDIX 9 -

WEST KIRBY PRIMARY SCHOOL

Sanction Steps

Aim for the Gold Star.
Be the best you can be.

Step 1
Reminder & Warning
Green Zone.

Step 2
Time Away
Green Zone but you have **crossed the line.**

Step 3
Orange Zone
Miss 5 minutes of your playtime in the Reflection Zone.

Step 4
Red Zone
Miss 10 minutes of your playtime in the Reflection Zone.

Step 5
Sent to Mrs Takashima or Mrs Bailey
Parents will be informed.

Verbal incidents are very likely to go straight to **Orange**
Physical incidents are very likely to go straight to **Red**

Our Code of Conduct – At WKPS we agree to …

- Listen when other people are talking.
- Do our best and set a good example.
- Be honest and truthful.
- Treat everyone kindly and with respect.
- Be polite and friendly to everyone in school and visitors.
- Be willing to help others.
- Take pride in our work.
- Look after and school and everything in it.

WEST KIRBY PRIMARY SCHOOL

Sanction Steps (UKS2 version)

Aim for the Gold Star.
Be the best you can be.

Most of the time you will follow the steps in order. However, if the adult who is dealing with your behaviour thinks it is more serious you may skip a stage and be asked to move your name straight to a certain point.
Verbal incidents are likely to go straight to **Orange**
Physical and/or bullying incidents are likely to go straight to **Red**

Step 1

Verbal **reminder & warning** – please follow our school Code of Conduct.
At this point you are still in the **Green Zone.**

Step 2

Time Away – sit away from your peers or possibly in another class.
You are still in the **Green Zone** but you have **crossed the line.**

Step 3

Orange Zone

If you have to be spoken to again you will move your name into the **Orange Zone.** If your name goes into orange you will miss 5 minutes of your playtime in the Reflection Zone.

Step 4

Red Zone

If you have to be spoken to again you will move your name into the **Red Zone.** You will miss 10 minutes of your playtime and spend it in the Reflection Zone.

Step 5

If you continue not to follow the Code of Conduct when you are in **Red Zone** you will be sent to either Mrs Takashima or Mrs Bailey.
If you teacher thinks your behaviour is very serious you may go straight to Mrs Takashima or Mrs Bailey, if this happens your parents will be informed.

Our Code of Conduct – At WKPS we agree to …

- Listen when other people are talking.
- Do our best and set a good example.
- Be honest and truthful.
- Treat everyone kindly and with respect.
- Be polite and friendly to everyone in school and visitors.
- Be willing to help others.
- Take pride in our work.
- Look after and school and everything in it.

WKPS : Class Bubble Rules
September 2020

- I will come and go from school using the correct entrance/exit.
- I will try my best to stay 2 metres away from others – both children and adults.
- I will regularly wash my hands throughout the day for 20 seconds – singing happy birthday twice will help me.
- I will sanitise my hands when I don't have access to a sink.
- I will tell an adult if I feel unwell.
- I will not bring items into school from home or take things home from school apart from my water bottle, my coat and my lunch.
- I will only use the equipment in my pack.
- I will stay with the children in my own bubble.
- I will ask an adult when I need to go to the toilet and I will use the correct toilet and sink for my bubble.
- I will cough or sneeze into my elbow or into a tissue and then bin it.
- I will listen carefully to instructions as things may be a little different in school at the moment, so I need to know what is going on.
- I will come to school in my PE kit on PE days.
- I will follow the rules at all time to keep myself and others safe.