

# ROSEMOUNT PRIMARY AND NURSERY SCHOOL



## POSITIVE BEHAVIOUR POLICY

**(COVID 19 ADDENDUM PAGES 15-18)**

Date Approved by Board of Governors:

Next Policy Review Date: September 2022

## **UNDERLYING PRINCIPLES**

The United Nations Declaration on the Rights of the Child asserts that:

"All actions should be in the best interests of the child". It also declares that: "Children have the right to:

1. Education aimed at developing personality, talents, preparing the child for an active adult life" and that the "administration of school discipline is to reflect the child's human dignity".
2. "Love, understanding and care"
3. "Protection from all forms of physical or mental violence".

We, the community of Rosemount Primary and Nursery School agree with these declarations and affirm that through the good practices outlined in our policy, we will always act in the best interests of our children.

## **AIMS**

The main aim of the whole school behaviour policy in Rosemount Primary and Nursery School is to maintain an orderly school environment based on Catholic principles and values so that the school, in close co-operation with parents can fulfil its mission statement to promote the spiritual, social, emotional, academic and physical development of all our pupils. In order to achieve this, we promote self-discipline, responsibility for an individual's actions and respect for others, their property and the environment.

Only in an orderly environment can effective learning take place. This orderly environment is effective when there is an appropriate balance between an individual's rights and respect for the rights of others.

To facilitate this balance, it is essential that pupils, parents and school staff are aware of the contents of this policy and collectively promote it.

Therefore, when a child is admitted to Rosemount Primary and Nursery School his/her parents should recognise that acceptance of admission to the school includes acceptance of the school's Positive Behaviour Policy.

## **ROLES**

### **THE ROLE OF SCHOOLS**

The Education Reform (Northern Ireland) Order 1989 required the Principal of all schools, in consultation with the Board of Governors, to establish, maintain and keep under review a discipline policy and outlined the roles and responsibilities of those involved in the management of schools to develop and maintain such a policy. The Education (Northern Ireland) Order 1998 imposes new obligations. The responsibility for ensuring that policies to promote good behaviour and discipline on the part of pupils are pursued now rests with the Board of Governors. It is the responsibility of the Principal to ensure that these policies are carried out. This process should be an integral part of each school's development plan.

### **The School Discipline Policy:**

- should be based on a whole school approach;
- should be widely disseminated to and readily understood by staff, pupils and parents;
- should have clear stepped procedures for dealing with breaches of discipline;
- should be applied fairly and consistently if it is to be effective;
- should have effective links with the school's policies for special educational needs and pastoral care;

- should have effective links with the relevant external support agencies;
- should endorse appropriate use of suspension and expulsion.

## **THE ROLE OF PARENTS**

Parents have a major influence on their children's education. The parent is the child's first educator; home and family continue to be the most important influence on his or her development. Parents therefore have a most important role to play in relation to their children's learning. The term "parent" includes all those who have parental responsibility under the Children (NI) Order 1995.

It is a truism that discipline begins at home. What children learn in their earliest years shapes their personal and social development, their values, standards of behaviour, and attitudes towards schooling. This places a large responsibility on parents and others involved in their upbringing. Family circumstances and values, and social factors in the community, are important factors in a child's development.

Parents have a legal responsibility to make sure that their children go to school regularly and on time. It is also important that they accept a more general responsibility to support school policies on behaviour and discipline.

The school also has a responsibility to keep parents informed about their child's progress and to draw any issues of concern to parents' attention so that they can be involved in supporting necessary action. A good partnership between home and school reinforces learning at school. Conversely it should be acknowledged that a poor relationship between parent and school can be detrimental to a child's educational development.

Effective involvement of parents in education requires a sense of partnership which can be achieved by:

- creating an ethos in which parent, and school can work together through shared values and goals;
- good communication, which entails not only the interchange of information but also ways of ensuring good liaison;
- sharing responsibilities, in a way which recognises how the different roles and responsibilities of pupil, parent and school contribute towards effective partnership;
- the provision of support, which may be needed by some parents and families to fulfil their role in the educational partnership.

## **POSITIVE BEHAVIOUR REINFORCEMENT**

In Rosemount Primary and Nursery School we aim to emphasise, encourage and highlight good behaviour. This is done through a variety of initiatives:

- a. "Pupil of the Month" schemes in Nursery - P 7 classes in which one pupil is chosen per month by the class teacher under one of the following criteria :
  1. excellence in work / behaviour
  2. improvement in work / behaviour
  3. caring attitude towards others
- b. Praise / Incentives / Rewards given by class teachers on a daily/weekly or monthly basis to children who behave well. (Anthony Martin Award)
- c. 'Good behaviour books' for children who are trying to improve their behaviour daily, in which only positive comments are written by the teacher/vice principal.

- d. 'Privilege time - usually up to 30 minutes per week ("Golden Time") given by the teacher to all pupils who have earned it by their good behaviour, during which time pupils may avail of time in the school garden, use a computer, play educational games, complete art or project work or similar activities.
- e. The presence of the principal, vice principals, teachers, assistants and supervisors at breaktime, lunchtime in corridors, eating areas or playgrounds, and at the school exits at hometime.
- f. "Be a good example" - ask children, staff and parents to model good behaviour for others. We try to "catch the children being good" and emphasise this good behaviour for others to imitate.
- g. Responsibilities for pupils who are improving their behaviour - encourage greater responsibility for own actions (e.g. acting as messengers.)
- h. Children who have 'tried hard' or 'performed well' or have simply shown improvement and deserve recognition are sent to the principal for commendation and a sticker/certificate.

### **CODE OF CONDUCT**

The Code of Conduct is the behaviour expected of all pupils in the classroom, corridor, canteen, playground, within the school grounds and on the way to and from school. It is recognised that the majority of pupils in Rosemount Primary and Nursery School adhere to the Code of Conduct and are well behaved.

The staff of the school will make the pupil's school time as interesting and engaging as possible, matching work to their needs and making the pupils fully aware of the school's "Code of Conduct". In addition, it is vital to maintain good relationships where staff and pupils can admit mistakes, make apologies, show respect and be shown respect. In these ways the children will always be encouraged to behave well, following the good example of adults and other pupils in the school. Each child has a copy of this Code of Conduct and it is prominently displayed in each classroom, in the school corridor and is signed by all children and parents at the start of each school year. All children have this copy glued into their homework books.

ROSEMOUNT PRIMARY AND NURSERY SCHOOL

CODE OF CONDUCT

**GOLDEN RULE**

**"TREAT OTHERS AS YOU YOURSELF WOULD LIKE TO BE TREATED AND TREAT PROPERTY WITH RESPECT"**

**THE CHILDREN IN OUR SCHOOL MUST:**

1. WALK CALMLY AT ALL TIMES WHEN MOVING THROUGHOUT THE SCHOOL. (CLASS LINES TO THE LEFT OF THE CORRIDOR OR PATH).
2. BE OBEDIENT AND HAVE RESPECT FOR ALL THE ADULTS IN THE SCHOOL.
3. TAKE GOOD CARE OF SCHOOL PROPERTY, PARTICULARLY BOOKS ISSUED TO THEM.
4. REPORT FOR CLASS PUNCTUALLY AND REMAIN WITHIN THE SCHOOL GROUNDS UNLESS AUTHORISED TO LEAVE.
5. HAVE A NOTE SIGNED BY A PARENT / GUARDIAN TO ACCOUNT FOR ANY ABSENCE FROM SCHOOL.
6. AT ALL TIMES, BEHAVE IN A MANNER WHICH WILL NOT CAUSE INJURY TO THEMSELVES OR OTHERS.
7. HAVE HOMEWORK COMPLETED, SIGNED AND HANDED IN ON TIME.
8. WEAR PROPER SCHOOL UNIFORM (P.E. GEAR MUST BE WORN ONLY DURING P.E. LESSONS).
9. WEAR ONLY JEWELLERY WHICH WILL NOT CAUSE INJURY TO THEMSELVES OR OTHERS.
10. FOLLOW THE CANTEEN CODE, GARDENING CODE, PLAYGROUND RULES AND CORRIDOR RULES.

**(Refer to Appendix 1)**

**(Refer to Appendix 1.1 for desirable behaviour and rewards/inappropriate behaviour and sanctions)**

**(Refer to Nursery Behaviour Policy)**

## CONSEQUENCES

The school's code places a greater emphasis on the positive than the negative so that children will seek approval rather than fear punishment. There will be times, however, when it will be necessary to impose consequences in order to maintain good order, discourage poor behaviour and encourage good behaviour. The following stepped procedure will be used to show disapproval of unacceptable behaviours. The consequences should be appropriate.

At any stage the child may be referred to the Special Educational Needs Co-ordinator. The SENCO may refer the child on for further assessment by E.A.N.I Educational Psychologist. This strategy will be used when it is felt that such intervention would be beneficial to the pupil.

1. reasoning with the pupil
2. verbal reprimand (including advice on how to improve)
3. pupil is separated from group within the classroom temporarily
4. writing an apology to be countersigned by a parent
5. loss of privileges / playtime
6. pupil is separated to partner teacher to complete work
7. parent invited to meet teacher
8. child is referred to the vice-principal
9. parents are invited to meet vice-principal with teacher present
10. keeping a behaviour booklet - parent to be informed and involved.
11. child referred to principal
12. parents are invited to meet the principal with the vice principal present and may be requested to withdraw the pupil temporarily (half day)
13. temporary suspension
14. expulsion

More than one strategy may be required.

## Home-School Communication as a Strategy

Communication of a child's poor behaviour in school to his parents can be a very powerful strategy in rectifying misbehaviour. And so, it is vitally important that effective channels of communication are kept open between the teacher / school management and parents. Not only is it important that the child knows that his parents are being kept informed but that the teacher is made aware of the parents' actions to remedy the situation. Parents may be asked to countersign apology letters to facilitate this.

It is the aspiration of all that there will be no requirement to use strategies 13 and 14.

### **Serious misbehaviours include:**

Violent conduct, bullying, theft, fighting, vandalism, truancy, serious verbal or written abuse, **and records of such incidents must be kept by the teacher.**

These misbehaviours require the immediate reporting by the vice principals or principal to the parents /guardians with the onus on the parents / guardians to ensure that the pupil complies with the school's Code of Conduct.

## **SUSPENSIONS AND EXPULSIONS**

Suspensions and expulsions are a last resort if all other strategies have failed. The Board of Governors will refer to the C.C.M.S. "Scheme for Suspension and Expulsion of Pupils attending Catholic Maintained Schools" if the need arises.

## **EMOTIONAL AND BEHAVIOURAL DIFFICULTIES AND THE CODE OF PRACTICE ON THE IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS**

A child who is identified as having emotional and behaviour difficulties is, in the first instance, referred to the school's Special Educational Needs Co-ordinator who will assess the type and level of difficulty. If she finds the child to be in need of referral to the Educational Psychologist who will make recommendations as to how the school should proceed. This may include drawing up a contract between the school and the child to promote specific behaviours.

The school may call on the Education Authority for support through:

- the Curriculum Advisory and Support Service
- the Educational Psychology Service
- the Education Welfare Service
- the Youth Service
- the Support Service for Child Protection
- the Behaviour Support Team
- the Outreach Service
- Education Guidance Centres
- Pupil Referral Units
- Alternative Education Provision
- Provision specified in statements of special educational needs.

## **PROFESSIONAL DEVELOPMENT**

The development of the school's Positive Behaviour Policy is continually ongoing, and opportunities to attend professional development courses regarding issues connected with the policy will be afforded to teachers, assistants and supervisors as they become available from external agencies and / or are developed from within the school.

Since the development of communication skills at all levels is so vital to the success of promoting positive behaviour, Core Skills have been identified and listed in Appendix 2.

## **THE USE OF SAFE HANDLING TO RESTRAIN OR CONTROL PUPILS**

Rosemount Primary and Nursery School acts, on the guidance received from D.E.N.I. in Circular 1999/00 (Pastoral Care in Schools: Child Protection), under Article 4 of the Education (Northern Ireland) Order 1998.

This authorises teachers and non -teaching staff specifically authorised by the Principal to use safe handling to restrain or control pupils in the following circumstances:

to prevent a pupil from :

- committing an offence
- causing personal injury to, or damage to the property of any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils whether during a teaching session or otherwise.

"Safe handling should only be used as a last resort and only after other strategies have proved ineffective." When safe handling has been used, a written report on the appropriate proforma must be supplied to the principal that day. In his absence the report should be forwarded to Mr. Hegarty (Vice Principal).

## **MOBILE PHONES**

Many parents view their child's use of a mobile phone as an aid to their personal safety and as a method of instant communication. Staff in Rosemount Primary and Nursery School accept and respect these as valid opinions. We must also be aware of other issues that may arise due to the use of mobile phones in school i.e. disruption of lessons when phones ring, pupils' distractibility sending and receiving text messages and the issue also of videos and photographs being taken without pupils' or teachers' permission for a variety of purposes. Unfortunately also mobile phone technology provides another avenue for bullying among pupils. All of these issues must be addressed for the benefit of pupils, staff and consideration of parental wishes.

Accordingly, in Rosemount Primary and Nursery School we discourage pupils from bringing mobile phones to school. However, if a child brings a phone to school it should be switched off in school at the beginning of the school day or school trip.



An anti-bullying code for mobile phones has been adopted by our school and is outlined in Appendix 9 in our anti-bullying policy. A copy will be distributed to all Key Stage 2 pupils and discussed in class.

## **KEEPING SAFE ONLINE**

In Rosemount Primary and Nursery School we have a school Internet policy to encourage responsible Internet use.

## **POLICY REVIEW**

Review of this policy document is continuous in the light of guidance and advice from statutory bodies and legal requirements. It will be updated as required. Responsibility for this lies with the Principal in consultation with staff, parents and the Board of Governors.

## **PROMOTING AND SUSTAINING GOOD BEHAVIOUR**

1. New Legislation came into effect in August 1998
  - New duty on Governors to ensure that policies and procedures designed to promote good behaviour and discipline are pursued at school level.
2. This new legislation was placed on Governors when the scheme of management of the school was amended.
3. New legislation means that Governors have to :
  - Have a written statement of general principles in respect of discipline and review this regularly. The principal must take this into account when he determines the school discipline policy.
  - Procedural steps in the preparation and revision to the statement.
4. Governors need to consult the principal and the parents before revising or making its statement of principles.
5. Governors are required to consider any advice on discipline received from the Department, E.A.N.I or C.C.M.S.
6. If Governors delegate responsibility to the principal for determining particular matters relating to discipline they are required to notify the principal of such matters and to give the principal guidance.
7. New legislation means principals must:
  - Act within the current written statement.
  - Have regard to any guidance given to him/her by Board of Governors on specific matters.
  - Prepare a written statement of the measures he/she has determined to secure good behaviour and to ensure parents of registered pupils have a copy and that copies are available for inspection at the school.

## APPENDIX 1

### PLAYGROUND PROCEDURE / RULES

1. PLAY SAFELY / BE AWARE OF OTHERS
2. GET PERMISSION TO LEAVE THE PLAYGROUND
3. FOLLOW DIRECTIONS GIVEN BY SUPERVISORS AND TEACHERS
4. FOLLOW LINE-UP PROCEDURE
5. DO NOT ENTER CENTENARY GARDEN WITHOUT PERMISSION
6. DO NOT CLIMB TREES IN THE WOODED AREAS

### CANTEEN / LUNCHROOM RULES

1. ENTER AND LEAVE CANTEEN CALMLY
2. SHOW GOOD TABLE MANNERS
3. REMAIN CALM AND SEATED WHEN EATING
4. FOLLOW DIRECTIONS GIVEN BY SUPERVISORS AND TEACHERS

### CORRIDOR / PATH RULES

1. WALK CALMLY ON THE LEFT-HAND SIDE
2. BE COURTEOUS AND WELL-MANNERED

APPENDIX 1.1

**DESIRABLE BEHAVIOUR**

The teaching staff has identified the following types of behaviour as being desirable and being conducive to effective learning.

**APPROPRIATE BEHAVIOUR**

<b><u>IN THE CORRIDOR</u></b>	<b><u>REWARDS</u></b>
Walk on the left Go quietly. Keep in line. Keep hands & feet to yourself.	Catch being good. Teacher praise. Golden time.
<b><u>IN THE PLAYGROUND</u></b> Be kind to each other. Leave no one out. Stop playing and line up when the bell goes.	Sticker/certificate award. Student of the month. Display good work.
<b><u>IN THE CLASSROOM</u></b> Complete work. Complete homework to the best of your ability. Stay on task. Show respect to others & their property. Not interrupting. Being polite. Good attendance/ punctuality - provide parental note for school release. Ask before you take things from others. Take turns. Raise hand and wait/listen. Share.	Send work to other teachers and the principal. Extra play. Marking, comments. Gaining points. Positive note to parents. Anthony Martin Award. Sports award. Time in Centenary Garden

## INAPPROPRIATE BEHAVIOUR

<b>INAPPROPRIATE BEHAVIOUR - MILD</b>	<b>SANCTIONS/STRATEGIES</b>
<p>Breaking an agreed set of rules - class, corridor, playground or canteen.            Fidgeting in class.            Interrupting.            Not staying in seat.            Shouting out.            Lack of attention (occasional).            Running in corridor.            No homework received (occasional).            Not sharing.            Slow to come to order.</p>	<p>Remind children of rules.            Positive reinforcement of good behaviour.            Eye contact.            Catch child when he/she is good and praise for good behaviour.            Deliberate ignoring.            Quiet request.            Reduce Golden Time.            Lose points/stars.</p>
<b>INAPPROPRIATE BEHAVIOUR - MODERATE</b>	<b>SANCTIONS/STRATEGIES</b>
<p>Repetition of mild misbehaviour.            Bad language.            Name calling.            Destruction of school property.            Fighting.            Defiance, uncooperativeness.            No homework received (persistent)            Insolence.            Answering back.            Persistent interruptions.            Making degrading/snide remarks about others.</p>	<p>Make apology - directed discussion.            Show that good behaviour will be praised in contrast to misbehaviour.            Verbal reprimand - remind child of rules.            Withdrawal of privileges.            Time out.            Name in behaviour book / diary.            Letter home / Senco.            Detention.</p>
<b>INAPPROPRIATE BEHAVIOUR - SEVERE</b>	<b>SANCTIONS/STRATEGIES</b>
<p>Persistent disruption of class through constant repetition of mild/moderate misbehaviour.            Extremely aggressive/physical contact.            Serious destruction of property.            Threatening other children - verbally or physically.            Sexual/sexist language.            Defiance of teacher.</p>	<p>Time out with other teacher.            Send to Vice-principal / Principal.            Behaviour Journal.            Contact parents.            Detention.            Inform pastoral care teacher.            Target sheets.            IEP behaviour plan.            Suspension.</p>

Stealing.

Leaving school grounds without permission.

Swearing at teachers, auxiliary or ancillary staff.

Expulsion.

## APPENDIX 2

### CORE SKILLS FOR REINFORCEMENT OF POSITIVE BEHAVIOUR

1. Identifying appropriate behaviour.  
These are your rules. Refer to them constantly.
2. Targeting rules.  
Tell pupils in advance what you expect. Set them up to succeed.
3. Modelling behaviour.  
Show the pupils what you want. Eliminate 'second-guessing'.
4. Praise appropriate behaviour.  
Catch pupils being good and reinforce / reward them.
5. Use positive language.  
It is more likely to elicit the desired response.
6. Use humour not sarcasm.  
Humour builds relationships. Sarcasm humiliates and attacks self-esteem.
7. 2 : 1 rule.  
Find 2 pupils behaving appropriately. Praise them. Then talk to the pupil who isn't behaving appropriately.
8. 20 second rule.  
When reprimanding or punishing, 20 seconds is enough.
9. Tactical withdrawal.  
Defuse the situation and deal with it later. This is not a back-down.
10. Calmness.  
Do not lose your temper. Calmness helps adults and children alike.



## **Behaviour Policy 2020 Covid-19 Addendum. Rosemount Primary and Nursery School**

***All pupils should continue to adhere to the principles outlined in our school's Positive Behaviour Policy. However following Government guidance, there will be some changes to the Behaviour Policy during the Covid 19 outbreak and the subsequent return to school. These adjustments are to ensure the safety of all pupils and staff and will be as follows:***

### **Physical contact:**

There will be no unnecessary contact between individuals in the school and groups of children will be socially distanced from others at all times. The children will be expected to adhere to this.

We understand socially distancing may be more difficult for younger children. They will be encouraged wherever possible to keep their distance from peers and adults; however, we understand that this may not always be possible.

Pupils will be expected to use only the classrooms, toilets and play areas allocated to them. Each class will have a designated play area for break times. Children will be expected to remain socially distant from both their peers and adults during play and break times. Children must stay in their designated area at all times.

Pupils will be expected to follow strict rules on travel around the school, including one way systems and out-of-bounds areas. There will be visible markings on the floor and signage around the school to support children with social distancing. Movement around the school will be limited.

Pupils will be expected to use only the equipment allocated to them, including toys.

Pupils should use only their designated entrance and exits to the school building. A member of school staff will be situated at each door. The doors will lock after a given time. Any child who arrives to school late will have to report to the school office using the main entrance.

### **Hygiene:**

Pupils will be expected to follow strict hand washing routines, as advised by their supporting adult. They will do this with soap and hot water for at least 20 seconds.

Pupils will be expected to 'catch it, bin it, kill it' by using a tissue to catch sneezes and coughs and dispose of them carefully in the allocated bins provided at each area.

Pupils will be encouraged to avoid touching their mouth, nose and eyes with their hands.

Pupils will be expected to report to an adult when they feel ill or are exhibiting signs of Coronavirus by raising their hand.

Pupils should only use their own resource packs (provided by the class teacher). They should not interfere or touch any other's resources or equipment.

Pupils should only use their own water bottles and eat their own food. Sharing and exchanging is not permitted.

Deliberate coughing or spitting near/at other people will not be tolerated and taken very seriously.

### **Rewards:**

Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition. Above all, praise and encouragement should be used as much as possible. Walking through the school to show their work to Mr Bradley or other teachers will not be permitted at this time. Mr Bradley will continue to hold a virtual assembly each week selecting a pupil for Principal's Award. Individual children can be celebrated and rewarded by their class teachers using our Pupil of the Week awards for good work and behaviour. Assembly will be shared on our school website to allow parents to watch from home.

### **Sanctions:**

In the unfortunate event of misbehaviour or if a child's behaviour is deemed high risk, children will be given clear reminders of appropriate choices and a verbal warning.

In the event that there are incidents which pose a risk to pupils and staff, parents will be contacted, and the child will be collected from school to ensure the safety of themselves and others.

If any adverse behaviours take place that could affect the health or safety of individual pupils or staff, then an individual risk assessment may be completed to review the safety of that child on the school site, during the pandemic restrictions. (E.g. spitting, physical attacks, refusal to comply with health and safety/ social distancing requirements that could heighten the risk of harm to others.)

***\*Please note that the school has the right to sanction, up to and including exclusion, pupils who wilfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk.\****

### **Pupils with Special Educational Needs and Vulnerable Children**



The school acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some children may present with frustration as a result of being isolated from friends or having missed a significant event or experience. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community under unusual circumstances, may require some additional input and encouragement.

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

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting or crying
- Hyperactivity and difficulties maintaining attention.

For some children, including those with attachment concerns or SEN, the change in routine and lack of familiarity will require additional adjustment.

The school recognises that behaviour could be a sign, that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school may need to undertake individual risk assessments for some children and will use reasonable endeavours to make necessary adjustments.

The school will work closely with the parents to implement supportive strategies that will inform an appropriate response and if necessary will seek external support from outside agencies.

### **Pupil's working from home**

If interacting with other pupils or staff online, students should always be kind and respectful to each other. They should also be respectful and obedient to staff.

Pupils should not attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online will be taken very seriously. This is also the case for any online bullying towards other pupils or peer to peer abuse that is disclosed to the school during this time. (Refer to the school's E-Safety and Anti-Bullying Policies for further guidance.)

The school promotes the use of the 'Safer Schools' app offered by the iNEQE Safeguarding Group, where children, staff, parents and carers are able to access advice on information on popular social media platforms. The app focuses on safeguarding particularly in the online world.

### **Principles for staff**

1. Do not come to work if you have coronavirus symptoms, or go home as soon as these develop and access a test as soon as possible.

2. Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support. It's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important.
7. Ensure appropriate PPE is worn when administering medicine or intimate care to a pupil.
8. Consider avoiding calling pupils to the front of the class, sitting them on the carpet or going to their desk to check on their work if not necessary.
9. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. by updating your classrooms displays with posters and incorporating these routines and procedures into class lessons.
10. Prevent your class from sharing equipment and resources with other groups.
11. Keep your classroom door and windows open if possible for air flow and ventilation.
12. Limit the number of children from your class using the toilet at any one time.
13. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
14. Familiarise yourself with the arrangements for social distancing and behaviour and ensure that your group adhere to the rules.

<b>SIGNED:</b>	<b>Designated Teacher</b>
<b>SIGNED:</b>	<b>Principal</b>
<b>SIGNED:</b>	<b>Chair of Board of Governors</b>
<b>DATE:</b>	