



Bradshaw Hall Primary School

Vernon Close,
Cheadle Hulme,
SK8 6AN

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Signed - Head Teacher	
Signed - Chair of Governing Board	
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UPDATES/ADDITIONS IN PURPLE

BEHAVIOUR & DISCIPLINE POLICY & PROCEDURES
INCORPORATING RESTORATIVE APPROACH GUIDANCE

Bradshaw Hall Primary School

Behaviour and Discipline Policy

Table of Contents

- 1. Aim**
- 2. Achievements**
- 3. Sanctions**
- 4. Serious Incidents**
 - 4.1 *Reparations – Restorative Practice***
 - 4.2 *Exclusion***
- 5. Roles and Responsibilities**
 - 5.1 *Governors***
 - 5.2 *Headteacher***
 - 5.3 *Deputy Headteacher***
 - 5.4 *Key Stage Coordinator***
 - 5.5 *SENCO***
 - 5.6 *Class Teacher***
 - 5.7 *Midday Assistants***
 - 5.8 *Senior Midday Supervisors***
 - 5.9 *Office Staff***
 - 5.10 *Parents***
 - 5.11 *Pupils***
 - 5.12 *Caretaker & Cleaners***
 - 5.13 *External Agencies***
- 6. Referral Procedures**
 - 6.1 *Class***
 - 6.2 *Break Time***
 - 6.3 *Lunch Time***
- Conclusion**
- 8. Appendix**
 - 8.1 *Assembly***
 - 8.2 *Tuck***
 - 8.3 *Lunch Time***
 - 8.4 *Break Time***
 - 8.5 *Pre-School***
 - 8.6 *Post-School***
 - 8.7 *Uniform***
- 9. *Suggested Strategies for Dealing with ‘Difficult’ Behaviour***
- 9.1 *Summary of Behaviours that ‘Wind us up’ and Strategies to deal with them***

ADDENDUM JUNE 2020

COVID Post-Lockdown Home/School Agreement

Bradshaw Hall Primary School

Behaviour and Discipline Model

This Behaviour and Discipline Model ensures that all children live out the aims of Bradshaw Hall Primary School: Successful Learners, Confident Individuals and Responsible Citizens.

Children will be rewarded in line with the school Golden Principles: 'Responsibility', 'Resilience', 'Being Respectful', 'Learning Well' and 'Being a Team Player'. (For a breakdown of what behaviours will be rewarded please see the school website: Vision and Values: Bradshaw Hall Personal Competences Model)

1. Our Aims are:

- 1. To make learning the main priority***
- 2. To ensure all children are safe and able to learn***
- 3. To ensure that everyone is challenged and supported to be the best that they can be***

Bradshaw Hall is a positive and exciting environment. Children are engulfed with opportunity. We have amended our behaviour policy and systems to reflect our learning and success culture; where achievement and effort are rewarded; where all are challenged to do their best and where all are valued and respected.

Our updated '*Behaviour policy*' is designed to support this aim. The basis of this policy is to reward excellent behaviour so that everyone strive to be the best they can.

We aim to enable children to be responsible for their own behaviour. Consequences will result from their choices – be this rewards or sanctions:

The Behaviour System

At BHPS we strive to recognised good behaviour and achievement. Through the Behaviour System we aim to motivate and praise children for their effort, participation and achievement against our Golden Principles, both individually and within a team 'House System.'

All children will receive individual points but they will also share responsibility for generating points towards their House totals. Every child will be placed in one of 6 'Houses' with other children from different year groups.

'Behaviour for Learning' will be rigorously applied against the school's Golden Principles. This will involve: how well equipped children are; how quickly they start their work and how they continue to work throughout lessons. Additional rewards will be given to children who show consistently good 'Behaviour for Learning' being rewarded through a triangle system, electronic dojos and team points.

Expectations

Staff are models of the School Behaviour Policy and Golden Principles. Every adult will be able to issue dojos consistently and at any time during the school day, including music lessons, Forest Schools, school trips, after school clubs, even general movement around school at lunchtime.

2. Achievements:

Children demonstrating exemplary behaviour towards our Golden Principles will be provided with a dojo. A dojo is both an individual reward and a contribution to the House total.

2.1 Individual Rewards

At the end of each week dojos are tallied and age appropriate rewards are negotiated and provided eg.

- Pick from the teachers special prize box
- Jump the Queue lunch badge for you and a friend
- Play-time pass

Each week the children with the highest number of dojos from every class will be rewarded.

Praise postcards will be sent home for exceptional work, behaviour and attitude through the Commendation System.

Children will be rewarded when key milestones are achieved e.g. each 100 dojos achieved.

2.2 Attendance Points

- 100% attendance per half term 10 dojos

There will also be a trophy handed out to the winning class each week.

2.3 House Rewards (to be negotiated)

At the end of each week/half term and annually dojos are tallied and age appropriate rewards are negotiated and provided e.g.

- **Extra break time**
- **Special trips**
- **Pizza deliveries**
- **Picnics**

Special house events may be run over the course of the year e.g. fund-raising, PTA events, Sports Days. The winning House for an event will receive bonus points.

2.4 The 'Curtis Cup'

The house with the most points overall, will receive the House Trophy, known as The Curtis Cup in recognition of an outstanding child with real resilience.

Children with the highest individual point's total (dojos) from each cohort within each House will also be recognised for their contribution.

3. Sanctions

Children, parents/carers and school staff share the responsibility to ensure that learning is not disrupted due to bad behaviour.

We do not tolerate anti-social behaviour in any form. However, we realise that such behaviour could be attributed to a combination of inter-related factors. Therefore we will work closely with children and parents/carers to develop strategies which can be adopted by both home and school to help each individual overcome his/her problems within a consistent and secure environment.

CPOMS recording system

All staff having direct teaching & learning contact with children have been trained in the reporting of behaviour incidents (and reporting safeguarding concerns) through the CPOMS system. Both negative and positive reports can be recorded with an alert facility to key staff who should be made aware. There is an expectation that all trained staff will use the system to record incidents and concerns and follow-up when alerted by other members of staff regarding a child that they are responsible for is involved.

In more serious cases, a face to face discussion will take place with a member of the safeguarding/behaviour team or a member of the SLT prior to/as well as a written record being made.

The Triangle System: 'It's Good to be Green.'

All children start Monday on a Green Triangle each week. To be eligible for a reward children must be 'Good to be Green' (on a green triangle) on Friday. Children lose privileges if they move down the triangle system:

Green: child is rewarded through the dojo system

White, Amber, Red child loses dojo privilege for the week

The following sanctions will be applied when the Bradshaw Hall Personal Competences Model have not been adhered to:

WHITE: Formal warning after a child has been verbally told about their behaviour

AMBER: This will be issued if there is no improvement following the white triangle warning. A 10 minute timeout will be issued with the class teacher

RED: This will be used if there is still no improvement following an amber triangle warning. The conduct is electronically recorded on CPOMS. The child will complete a restorative reflection and discuss with a member of the Senior Leadership Team. Depending upon the severity of an action a child may move straight to a red triangle for example swearing, hitting. The event will be recorded electronically. A phone call home will be made.

- 4. SERIOUS INCIDENTS:** a child will be removed from the lesson as part of an internal exclusion. The event will be recorded electronically. A phone call home and parent interview will be provided. A serious incident could result in a fixed term or permanent exclusion.

4.1 Reparations – Restorative Practice

The school has a vision to embed restorative practices as an integrated element of our daily routine. A number of staff have been trained and the whole school staff will be receive team teach and restorative training.

Restorative practice seeks to under-pin the building and maintaining of healthy relationships, provides a framework in order to resolve difficulties and disputes, and repair harm when relationships break down. All parties must agree to take part for a meaningful outcome to be achieved.

At school we believe that Restorative Practice helps build respect, responsibility, resolution and regeneration in our community.

By working with staff children and parents in a restorative environment we aim to identify:

- **what happened**
- **what people were thinking and feeling at the time**
- **what harm has been caused**
- **what needs to be done to make people feel better and**
- **what needs to be done to put thing right**

The better the general framework of discipline in our school the less likely will be the need to have recourse to the more extreme sanctions. It is sometimes necessary, when a child fails to respond to a

climate of praise and encouragement, to resort to sanctions. However, this would only be invoked following more serious misdemeanours and we would endeavour to ensure that our disapproval always includes advice on how to improve, and should be constructive in its approach.

As with our rewards, year groups have considered a range of appropriate sanctions which are detailed in the appendix.

Possible sanctions may include:

- *Warning Traffic Lights or Triangles green/white/yellow/ red*
- *Repeated or extra work where the presentation or content of the work is clearly below the child's potential*
- *Loss of privileges- e.g. break time, lunchtime*
- *Reflection on restorative behaviour under supervision - loss of enrichment on Friday.*
- *Restitution and repair of wilful damage and/or payment for it*
- *Referral to the Headteacher, Deputy Headteacher or Key Stage Coordinator (See lines of referral, roles and responsibilities)*
- *Parental consultation*
- *Internal Exclusion - withdrawal from a particular class or lesson for a period, under supervision*
- *Ultimately, fixed term external exclusion*

4.2 Exclusion (see Serious Incidents above)

An occasion may arise when a pupil's behaviour repeatedly falls very far short of what is regarded as acceptable. In this instance, the ultimate sanction is exclusion from the school.

- As stated earlier, the school adopts a positive approach to discipline, exclusion only being actively considered after every other avenue of resolving the problem has been followed.*
- The Headteacher may, after consultation with the Chair of Governors, exclude pupils for a fixed term or permanently.*
- The parents will be informed of the exclusion as soon as possible. They will at the same time be informed of the reason for the exclusion and of their right to make representations to the Governing Body and the Education Office.*
- Notes will be taken of any further meetings with the parents.*
- The Governing Body will review all exclusions as soon as possible after the exclusion has taken place. All verbal and written reports from teachers, parents, Headteacher etc. will be considered.*
- If the Governing Body confirms a permanent exclusion the parents will be informed of their right to appeal to Stockport Education Authority's Schools' Appeals Committee.*

5. Roles and Responsibilities

5.1 Governors

Governors have a responsibility to:

- *Endorse and support the School Behaviour and Discipline Policy;*
- *Offer support to the Headteacher in the management of the Behaviour Policy;*
- *Carry out their statutory responsibilities with regard to behavioural issues and exclusions according to LA guidelines.*

5.2 Headteacher and Deputy Headteacher

The Headteacher/ Deputy Headteacher has responsibility to:

- *the overall day-to-day implementation of the Whole School Behaviour Policy*
- *support all the teaching staff and other members of the school community concerning behavioural issues*

- *make decisions regarding temporary and permanent exclusions*
- *determine the interpretation of the school's rules*
- *make decisions to involve parents*
- *attend meetings involving parents*
- *help implement the Whole School Behaviour Policy*
- *offer support and advice to teaching staff and other members of the school community with regard to behavioural issues*
- *liaise with Key Stage Coordinators regarding behavioural issues*
- *monitoring the mid-day incident book*
- *support mid-day assistants in their role with regard to behavioural issues during the lunch time period*
- *support the learning mentor in order that they can carry out their duties*
- *ensure and monitor accurate records with relevant details are maintained*

5.4 Key Stage Coordinators

As part of their role Key Stage Coordinators will act as a support to Class Teachers in managing behaviour by one or more of the following:

- *Helping to implement the Whole School Behaviour Policy*
- *Discussing the pupils' difficulties*
- *Giving advice and encouragement*
- *Attending meetings with parents, when appropriate*
- *Making decisions to involve the Deputy Headteacher or Headteacher*
- *Reinforcing the behaviour management of the Class Teacher*
- *Making time on the agenda to discuss pupils at meetings when necessary*
- *Informing Class Teachers of behavioural concerns regarding pupils in their class, including new entrants*
- *Ensuring that rules, rewards and sanctions are explained to all pupils both at the beginning of, and responding to the needs of the children continually throughout the school year*

5.5 Special Needs Co-ordinator

It is the responsibility of the SENCO to monitor children with emotional and behavioural difficulties. She provides support and encouragement for Class Teachers and Key Stage Coordinators in the form of:

- *Helping to collect data*
- *Liaise with the Educational Psychologist*
- *Liaise with the Behaviour Support Team*
- *Supporting the Class Teacher in understanding the needs of the child*
- *Helping to set up Individual Educational or Behaviour Plans*
- *Involving outside agencies*
- *Attending meetings with parents*

5.6 Class Teacher/ Teaching Assistants

Class Teachers/ Teaching Assistants have direct responsibility for behaviour management within their class and are responsible at all times for the behaviour of all pupils both inside and outside the classroom. They should ensure that rules, rewards and sanctions are established at the beginning of the year and understood by all the children in their class. Rules, rewards and sanctions will be in line with school policy as detailed in the policy. This is the framework in which the daily classroom management takes place.

In order to promote positive behaviour Class Teachers would be expected to adopt the following strategies:

- *Help implement the Whole School Behaviour Policy*
- *Refer to the school rules regularly and the School Principles*
- *Give rewards for positive behaviour*
- *Use circle/discussion time positively*

- Give a high level of verbal praise to both individuals and to the whole class in order to highlight appropriate behaviour
- Liaise with support staff

In the event of inappropriate behaviour, class teachers may use one or more of the following strategies:

- Talk one-to-one with the pupil concerned
- Isolate the pupil from the group
- Loss of privileges (an opportunity for a child to reflect on their behaviour, under the supervision of a senior member of staff during enrichment, break and lunchtime)
- Discuss difficulty and liaise with others through the CPOMS
- Write or telephone parents informing Head or Deputy of intended action, liaising with Key Stage Coordinator if appropriate
- Set targets/use liaison book, liaise with Key Stage Coordinator for strategies
- Ensure that all pupils are made aware of acceptable behaviour
- Work towards IEP / IBP where appropriate
- Complete red triangle restorative sheet.
- Keep records and collect data regarding pupils' behaviour when necessary (CPOMS)

5.7 Midday Assistants

Midday Assistants have a responsibility to:

- Support the aims of the Whole School Behaviour and Discipline Policy
- Liaise with the Midday Supervisor/Head/Deputy/Class Teacher regarding behavioural issues
- Record behavioural incidents in the 'Incident Book' maintained by the Midday Supervisor
- Implement the Whole School Behaviour Policy during the mid-day period

5.8 Senior Midday Supervisor

Senior Midday Supervisors have a responsibility to:

- Implement the Whole School Behaviour Policy during the midday period
- Be available in the dining hall at the time of their duty
- Ensure that children are behaving appropriately within the dining hall, on the playground & field and in classrooms during inclement weather
- Maintain accurate records with relevant details
- Support the role of the Mid-Day Assistants

5.9 Office Staff

Office administrative staff have a responsibility to:

- Support the aims of the Whole School Behaviour and Discipline Policy;
- Use the agreed referral procedures if faced with behavioural issues

5.10 Parents

Parents have a responsibility to the school to:

- Support the aims of the Whole School Behaviour and Discipline Policy
- Work in partnership with the school staff to promote good behaviour through reinforcing the school's expectations

Parents are requested to contact the school office in the first instance in order to make an appointment to discuss any difficulties that might be affecting their children's behaviour and/or learning.

5.11 Pupils

Pupils have a responsibility to:

- Support the aims of the Whole School Behaviour and Discipline Policy
- Respect the Golden Principles and aims of the school
- Keep standards and uphold the image and reputation of the school
- Empathise with and employ restorative approaches when things go wrong

- *Co-operate with and support teachers, teaching assistants, visitors, mid-day assistants, office staff, caretaker, cleaners and each other*
- *Work diligently*

5.12 Maintenance Officer, Assistant Caretaker & Cleaners

Caretaking and cleaning staff have a responsibility to:

- *Support the aims of the Whole School Behaviour and Discipline Policy*
- *Use the agreed referral procedures if faced with behavioural issues*

5.13 External Agencies

External agencies have a responsibility to:

- *Support the aims of the Whole School Behaviour and Discipline Policy*
- *Provide necessary resources, support and training;*
- *Offer support to the school in reference to individual pupils with emotional and behavioural difficulties.*

6. Referral Procedures: A red triangle can be issued by any member of staff. The CPOMS referral must be applied

6.1 Class

In the event of unacceptable behaviour in the classroom the teacher dealing with the class will initially deal with the difficulty. If the incident requires further action the following referral procedure will follow:

Red triangle

6.2 Break Time

The following procedure will be followed at break time:

Duty teacher informs class teacher of misdemeanour. Decision to issue red triangle, restorative approach and CPOMS applied. SLT and learning mentor tagged into CPOMS

6.3 Lunch Time

The following procedure will be followed at lunch time:

Midday informs midday supervisor of misdemeanour. Decision to issue red triangle is made with class teacher, restorative approach and CPOMS applied. SLT and learning mentor tagged into CPOMS

7. Conclusion

As stated in our Aims, the purpose of this policy is to assist the school in fulfilling its prime function of promoting the full development of all pupils' potential.

8. Appendix

As an aid to achieving the aims of the Behaviour and Discipline Policy the following appendices are provided regarding both particular occasions within a typical day and suggested strategies for dealing with behavioural issues.

8.1 Assembly

- *Assembly is a special time in the school day and all staff share responsibility to ensure it runs smoothly.*
- *Assembly times or amendments as displayed on the weekly briefing sheet need to be adhered too as tightly as possible.*
- *Every class makes a special effort to arrive on time, letting their partner class know they are going to assembly.*
- *Children enter assembly silently.*
- *Class teacher ensures children are appropriately positioned*
- *Children remain silent throughout.*

- Staff to discretely discipline children if required.
- Teachers set a positive example to children by not talking unnecessarily.
- Children to be appropriately prepared for commended assembly
- All staff to seek opportunities to positively praise the children where they are acting appropriately.

8.2 Lunchtime:

- Reception children to be in the school hall promptly at 11.45am. Year 1 children to line up at 12pm. Since the introduction of Universal Free School Meals, there will be 2 lines to speed up the process. Year 2 will go out to play and will notified of lining up when Year 1 have all sat down.
- Duty staff should: walk children around school in an orderly fashion. Children should not come into school unsupervised.
- Noise level is maintained at a minimum (classical music may be played to promote a calm atmosphere).
- Key Stage One/ Foundation Stage children to have help scraping food off their plates.
- Children to line up near the 'chalkboard' and escorted in silently.
- All staff to consistently reinforce good manners, eating, pleas and thank you, etc.

- Mid-day staff will provide information on minor incidents to midday supervisor and/or class teachers where appropriate.
- Mid-day staff will report significant incidents using the referral procedures.
- Sandwich children are to be told where to sit.
- Children may use toilets in main building. However, they must not 'play' in and out of the toilet/cloakroom areas or use the corridor as a 'cut through.'
- If a teacher wishes to detain children during the lunch period they must personally supervise them in the classroom.
- All staff should be available to collect their classes from the playground at 1.00pm or 1.25pm

8.4 Break times

- Ball area and climbing zone to be used in rotation as per timetable.
- Children to be encouraged to show consideration for others whilst playing.
- Children are not allowed to use any item from the PE store at break
- During break time there should be at least two members of staff on duty.
- In addition the learning mentor will mostly be on duty each day.
- Staff to be given a two minute warning before the end of break. All staff should be on playground to supervise entry into school.
- Wet break means that classes may need to pair up to allow coffee/toilet. i.e. there will always be at least one member of staff responsible for a pair of classrooms.
- If children are kept in by a member of staff that staff member MUST supervise the children in their own classroom.

8.5 Before School (see also Breakfast Club arrangements)

- Children should come to school appropriately dressed
- Children should make their way onto the playground via the exit closest to Blossom Hey.
- Children are encouraged to arrive between 8.45 & 8.55am
- Duty staff and learning mentor to be available from 8.45am
- Doors will be opened from 8.45am, and staff must supervise their classrooms.

8.6 Post-School

- Children should walk down school pathways. (No shortcuts across field, etc)
- Children need to be appropriately dressed, i.e. neat and tidy including haircuts that are appropriate for a school setting.
- Cloakrooms should be left neat and tidy.
- Lunchboxes should be taken home.
- PE kit to be taken home on a Friday for return on Monday (or half termly).
- Be polite to all adults.
- Children should return to the school office / entrance if their parent is not there to collect them.
- Leave the school building by the door they usually use to enter the building.
- If staying for an after school sports club they should change back into their uniform before leaving.
- Staff to supervise club changing. Where possible in teacher's room.
- Staff to supervise children leaving the building

8.7 Uniform

The following are approved school uniform items:

Girls

Dark green or dark grey pinafore or skirt
Gold polo shirt
Dark green sweatshirt or cardigan
Dark grey or black trousers
Black school shoes no high heels
Black shorts
Track suit or jogging bottoms
Black pumps for outdoor activities
One-piece swimming costume & cap if child has long hair

Boys

Grey- black Trousers
Gold polo shirt
Dark green sweatshirt

Black school shoes
White PE Shirt
Predominantly black or white trainers
Swimming trunks (not Bermuda style)

Summer Term

Green and white or gold and white checked or dress (optional)

Summer Term

Dark grey shorts may be worn in warmer weather

- No jewellery to be worn (bracelets, rings, necklaces etc.)
- If ears are pierced, studs only
- No finger nail polish
- School would prefer children do not attend school wearing extreme hair cuts
- Children to change back into uniform following sporting club activities
- Shirts to be tucked in at all times, staff to enforce this rule
- Children are to be constantly encouraged to maintain a neat and tidy appearance in school uniform including hair-styles and footwear

Initial COVID 19 period – trainers may be worn in place of school shoes (preferably black) to minimise clothing items in school

9. Suggested Strategies for Dealing with Difficult Behaviour

Teachers all have their own ways of dealing with behavioural difficulties. The following are strategies

Eye contact
Tone of voice
Highlight the good behaviour
Praise good behaviour
Point out that the rest of the class are getting on with work
Give pupil different work
Modify teaching approach
Use an ASK approach to activities- attitudes, skills and knowledge.
Differentiate work appropriately
VAK approach to learning – visual, auditory, & kinaesthetic
Get a friend to help out if the difficulty arises from lack of understanding
Remind of rules and school aims
React in a positive way
Speak to pupil using name
Stop speaking to gain attention
Non-verbal signals – body language, e.g. hand up
Identify rule broken/specific problem and give quiet warning
Have a chat with the child / class
Reinforce ground rules
Highlight consequences of bad behaviour
Give pupil extra help with work
Give pupil extra / special attention to maintain work
Reason with the pupil
Jolly pupil along

Take pupil to one side and talk to him/her
Use yellow card/ red card
Speak to pupil after lesson

Speak to pupil outside of room and then readmit
Ignore the behaviour – tactical
Exclude from activity
Move seats
Isolate from activity / group
Make arrangements with buddy teacher to send to another class (set time, work set and agenda discussed)
Break / lunchtime Think Tank
Behaviour charts
Behaviour contracts/ liaison books
Counselling
Send to Key Stage Coordinator
Send to SMT
Contact parents
Fixed term / permanent exclusion

9.1 Summary of Behaviours & Strategies for Dealing with them

Lying

Apply good restorative techniques
Find out the facts first
Ask pupils to write down their side of the story
Compare stories
Call their bluff
Insist on telling the truth
Praise “owning up”

Answering Back / Shouting Out:

Praise good behaviour
Lead by example
Reinforce what you want
Avoid a build-up ‘tit-tat’ before something negative happens
Be consistent in not accepting shouted out answers
Be aware of those pupils who blurt out because they want to share their ideas (not deliberate)

Equipment

Share
Do without
Borrow from someone else
Sit out and do something else
Monitor situation
Help pupils to organise themselves
Lend equipment
Set a target for them to work to
Allow to collect from bag

Rudeness / Defiance / Chatting

Move around to invade territory
Isolate from group / class
Focus on those behaving well
Reflect on yourself as a teacher
Talk outside the class situation
Share experience with other staff

AGREEMENT OF RED TRIANGLE ARRANGEMENTS:

Non-negotiable arrangements:

- Physical attack: Punching, pushing, hitting, slapping.
- Disrespect to another child: inconsiderate use put downs, name calling.
- Disrespect to an adult: talking back, not following instructions.
- Verbal attack: Use of bad language, including swearing.

- Verbal attack: Discriminative language such as homophobic, transgender and racial language (is reported on CPOMS, LA monitoring sheet and Governors.)
- Constant and repeated low level disruption: shouting out, talking in class, running in corridors, pushing in lines
- Not learning well: performing well below expectation because of lack of focus/resilience

ADDENDUM

COVID 19 ARRANGEMENTS JUNE 2020

The following document is added to this policy to reflect the requirements post-COVID lockdown June 2020.

All parents/carers are asked to sign and return their completed contract to confirm their agreement to the new arrangements which will remain in force until further Government guidance is received.

BRADSHAW HALL PRIMARY SCHOOL: HOME-SCHOOL AGREEMENT TO KEEP OUR SCHOOL SAFE

Protective Measures	School	Parents/Carers	Children
Avoid contact with anyone with symptoms	If staff or a member of their household have symptoms follow self-isolating guidance	Stay at home if you or a member of your household have symptoms and follow self-isolating guidance	Tell an adult if you are feeling unwell.
	Staff to be temperature tested daily. Staff get tested if displaying symptoms.	Ensure you get members of your household tested if they display symptoms. Consider temperature testing regularly at home.	
	Notify families if anyone displays symptoms in their child's bubble and is sent home.	Whilst another member of your household is awaiting test results, keep your child off school.	
	If a member of a bubble tests positive for coronavirus, close that bubble for children and staff for 14 days.	If a bubble closes parents to keep child at home. Other siblings, in other bubbles can still attend school.	
Frequent hand-washing and good hygiene practices	Timetable frequent hand washing with consistent adult supervision	Ensure children wash their hands before leaving the house in the morning and when arriving at school	Wash your hands before you leave home, when you get into school and throughout the school day as directed (sanitiser is also provided)
	Teach children effective hygiene procedures	Educate your child how to wash their hands properly	Wash your hands for at least 20 seconds with soap and water
	Staff to wash hands frequently and model respiratory hygiene	Support school in educating children how to wash their hands	Sneeze or cough into a tissue and then wash your hands

		properly	
	Increase cleaning of touch points throughout the day	Children must not bring in additional items from home. No bikes or scoots.	Do not bring toys or resources into school.
Increase cleaning throughout the day	Learning resources are selected and regularly cleaned	Send children into school with clean uniform and a lunchbox (if required) And a named water bottle to be kept in school.	Use resources safely and appropriately, for example not putting resources in the mouth
	Children organised into bubbles of no more than 15 children with consistent staff	Understand that your child will be assigned a bubble and changing bubbles is not possible	Stay in your class bubble
Minimise contact and mixing	Consistent areas for each bubble	Drop your child off and collect them at the designated time and designated area only. Lateness will cause issues. Do not hang around the school gate.	All bubble areas are colour coded and sign posted. Only use the area for your bubble e.g. classroom, toilet, playground zone
	No mixing of children or staff across bubbles e.g. Staggered playtimes, drop offs, pick ups	One parent per child when dropping off. Keep siblings close and away from others	Stay next to your parents and not mix with other children when being dropped off or picked up. Year 6 children walking home alone must practice social distancing
	Individual resources provided to avoid sharing	Talk to your child about not sharing resources	Use your own resources provided by school and only share resources when your teacher says it is ok
	Activities and seating spaced within bubbles	Follow the one way system or other entry and exit as directed by school	Stick to the seating arrangements that your teacher gives you
	Social distance with anyone outside your bubble	Social distance with staff, parents and other children	Social distancing with anyone outside your bubble

If my child (or family) are unable to adhere to the above principles of keeping school safe, we will support school and the decision of the headteacher, by keeping our child/ren at home.

Signed.

Headteacher:

Parent:

Child:

In discussion with the Governing Board, we request the following:

- Read the Home School Agreement and consider whether your child will be able to follow the rules of keeping school safe.
- If you decide that your child will be returning to school, sign the agreement and return by email to _____ at least 2 days before the return date for your child's class
- Strict timings for drop off and pick up must be adhered to, so that safe staggered entry and exit points are not compromised.

- On dropping off/picking up your child, you must vacate Vernon Close directly to allow entry for other year groups.
- Wherever possible, we want to keep Vernon Close car free. There will be strictly no parking on the road adjacent to school.