



# EDWARD PEAKE MIDDLE SCHOOL

## REOPENING GUIDE FOR PARENTS/CARERS

### JUNE 2020

*"I will instruct you and teach you in the way you should go; I will  
counsel you with my loving eye on you"*

*Psalm 32.8*



“God is our refuge and strength, an ever-present help in trouble.”

Psalm 46:1

As a leadership team, we have always tried to do what is right for our school community and we will continue to do so to the best of our abilities

We will do our very best to keep our community safe and that, whatever we decide, will be the best we can do.

This booklet is hopefully a comprehensive overview of the procedures that will help us all to keep safe. Further information and guidance will be sent out as and when we receive it.

We hope that you will see that we have planned with safety and protection of all at the centre of our thinking.



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## **Section 1: Symptoms, testing and confirmed cases**

### **Symptoms**

- If any person shows signs of COVID-19 infection, they must stay at home for at least 7 days.
- If anyone in a person's household shows symptoms, all other household members must stay at home for 14 days.

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

Staff should report any symptoms to the designated lead for **coronavirus emergency procedures: Miss H Butchard (Deputy Headteacher)**.

Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.

### **Testing**

If a worker confirms that they or somebody they live with has symptoms of a COVID-19 infection, make sure they do not attend school and advise them to get tested for COVID-19 infection. Testing should be requested without delay because it is most effective within 3 days of symptoms developing.

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

Report any positive test results to the designated lead for coronavirus emergency procedures: **Miss H Butchard (Deputy Headteacher)**. The school will then submit key information to the council's Corporate Health and Safety Team.

When the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.

Provide inclusion and HIVE support for both pupils and staff in terms of supporting families where Covid-19 is confirmed and where outcomes are serious: ie. Life-threatening and life-taking.



### **Potential cases in school**

Call NHS 111, or 999 in an emergency (if they are seriously ill or their life is at risk), and if appropriate. This will be done on behalf of pupils and staff. People who become unwell will be advised not to go to their GP, pharmacy, urgent care centre or a hospital.

Whilst we wait for advice from NHS 111 or an ambulance to arrive, the school will find a safe space for the unwell person to sit which is at least 2 metres away from other people.

**Designated school space for individual isolation: PE office**

**Designated bathroom for individual isolation: Disabled bathroom in the PE area**

**Designated school space for group isolation: Sports hall**

**Designated bathroom for group isolation: Changing rooms**

D.Eve will be the only member of staff permitted to enter the isolation zone when it is not in use. The sports hall will not be in use by any groups or staff. No member of staff other than the first aid team, designated cleaning coordinator and the Deputy Headteacher will be permitted to enter the isolation zone.

If a child is awaiting collection, they should be moved, if possible, to the designated zone where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use the designated separate bathroom. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. The cleaning team should use PPE to clean this area.

PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a face mask should be worn by the supervising adult.

The school does not have individuals who demonstrate regular spitting behaviours. Eye protection does not need to be worn if a mask is provided.

If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.



### **Potential closure following a confirmed case**

As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases, a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

Further information to be added from CBC once guidance is received.

### **Section 2: Communication**

Please direct all initial emails to [info@edwardpeake.beds.sch.uk](mailto:info@edwardpeake.beds.sch.uk). This means that your email can be directed to the right person and can be dealt with effectively. It also means that in the event of staff absence, another member of staff may be able to respond to you in a timely manner. School communication methods will continue to follow usual procedures. Full information regarding these procedures can be found in our communications policy. If your contact or emergency details have changed, please contact the school office to update these. The school office will close 30 minutes after the final session of the day ends to allow for cleaning of the school site.

The school methods of communication are listed below:

- Bulletin
- School website
- Letters
- School comms
- Twitter

Communication with one another is one of the best ways to keep one another safe. Please ensure that you discuss any concerns that you have with the school by either telephoning the front office or emailing us.



### **Section 3: Protection for all**

The safety and wellbeing of all members of our community remains our highest priority. An extensive risk assessment has been carried out over the last two weeks.

Specific risk assessments for pupils with additional needs, behaviour supports requirements or medical needs will be completed.

#### **Building work**

The builders continue to work on the school site. Extensive communication and liaison with ASHE construction has taken place to ensure the safety of all members of the community of the school site. Risk assessments remain in place for the building work taking place. ASHE construction are adhering to strict social distancing and enhanced safety procedures.

#### **Cleaning and ventilation.**

Each classroom has been deep cleaned and sanitised by the site agent and cleaning team. Increased stocks of soap are available in toilets. Increased stocks of hand sanitiser in classrooms and shared spaces. Additional lidded bins have been ordered for classrooms. Bins will be emptied twice a day (afterschool and lunchtimes). All tissues should be placed in the lidded bins.

Cleaning surfaces that children and young people are touching, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal. Removal of soft furnishings as per government guidelines.

To improve ventilation doors that are not fire doors should be propped open to increase ventilation in rooms. Fire doors should not be propped open unless ventilation levels are limited in rooms. It is essential that this hazard is balanced against the risk of uncontrolled spread of fire and smoke when a fire occurs. A full survey of rooms will be completed to monitor ventilation levels. Propped doors will limit the use of door handles and potential transmission. Toilet doors should not be propped open as it is a safeguarding breach. Windows should be opened in all rooms to encourage natural ventilation across all areas. Windows will be opened before the start of the school day to minimise transmission rates.

#### **Premises**

The school premises will continue to be checked, monitored and updated following social distancing procedures and government guidelines.



### **Social distancing**

We will be following the government advice regarding social distancing in schools. However, you must be aware that we **cannot guarantee** that all pupils will remain 2m away from other pupils at all times.

### **Interaction with other adults**

Where practicable, staff should always keep at least two metres apart and avoid close proximity interaction. Where close proximity interaction (being less than two metres apart) cannot be avoided, staff and volunteers are instructed to:

- Identify beforehand which tasks must be done in close proximity to others and which tasks can be carried out at a distance or remotely.
- Work facing away from each other or side-by-side, where possible, instead of face-to-face.
- Where face-to-face interaction is essential, minimise the frequency and duration of the interaction.
- Limit close proximity interaction to 15 minutes at a time.
- Limit the number of people in close proximity interactions to no more than two people.

Where group gatherings must occur in larger numbers or higher frequency, alternative arrangements are put in place and enforced by the leadership team, e.g. remote meetings are arranged.

### **Hands, nose and face**

- Ensure that all adults and children: frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand washing.
- Clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing. Hand sanitiser stations will be set up for staff and pupils entering the building.
- Staff and pupils are encouraged not to touch their mouth, eyes and nose
- Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')
- Boxes of tissues will be placed in each room along with antiviral wipes for children to wipe down desks during the day.



## **Reduce teacher-pupil ratio**

Group sizes have been limited to ensure all pupils and staff can have adequate social distance of 2m. As some rooms are larger than others, some groups will be able to accommodate more pupils. It is unlikely that in the first few weeks any group will be full. Staff will need to be mindful when moving around the room to not reduce distance between yourself, pupils and any other staff members. Limited, passing reduction of distance (as when passing in a corridor) is not a risk but prolonged reduction of distance increases risk and should be avoided. There will always be at least one adult with the group at all times.

Contact will be limited wherever possible to your own group. Pupils will not interact with pupils from other groups (with the exception of SLT and the pastoral team who will have limited contact with more than one group) or pop in to visit staff members from other groups for example.

## **Outside spaces**

For exercise, break and lunch only.

For outdoor education only.

No outdoor equipment to be used. PE department will provide guidance on non-contact games.

The field will be fenced off into different areas. Groups should remain in this area during their allocated slot.

## **Visitors, parents and transport**

### **Visitors**

- No visitors on site without prior appointment or permission from SLT.
- Parents/carers will be required to book telephone appointments with staff Edward Peake staff will be communicating with parents/carers via telephone in order to follow current government guidelines.

### **Parents**

- Pupils will not be dropped off at the main entrance without prior arrangement. SEND or vulnerable children may need this arrangement.
- No parent/carer vehicles will be permitted on the school site or front drive. The school will actively promote walking/cycling in line with government recommendations.
- Parents should not gather in the waiting area or on the public footpath immediately outside the main gates.
- Illness, sickness or other emergency collections will be permitted. Parents should adhere to the social distancing procedure in the main reception. Signs and social distancing tape are clearly visible for information.
- A detailed guide will be issued promoting cycling and walking.



- No parent/carer will be allowed to wait at the pupil entrance or main entrance. Specific requirements for SEND children will be discussed and arranged individually with parents/carers.

### **Transport**

- CBC are following the Government advice, which is that public transport should be avoided, wherever possible, and this includes home to school transport.
- Parents and pupils should, wherever possible walk or cycle between home and school, or travel by private car if there are no other alternatives. Mr Duffy has very kindly produced a guide to support parents and carers with walking and cycling.
- Parents whose children are entitled to receive transport assistance from us can claim a parental mileage reimbursement for driving their children to and from school.
- School transport will still be provided in the usual way for those pupils cannot make their own way to school, though this will be with a reduced number of seats due to social distancing rules.
- School buses may still arrive on the school site. Risk assessments will be updated with key information when we receive it.

### **Arriving in the front reception.**

Parent/carer illness, sickness or emergency collections are not required to sign in.

The front office will sign out pupils. The following process should be followed.

- Hand sanitiser should be applied when a parent/carer approaches the main desk.
- Social distancing tape is in place to ensure the safety of all.
- Hand sanitiser should be applied to adults and children when leaving the school site.

### **Taking temperatures**

Parents, carers and settings do not need to take children's temperatures every morning. Routine testing of an individual's temperature is not a reliable method for identifying coronavirus. Edward Peake will reiterate to parents the need to follow the standard national advice on the kind of symptoms to look out for that might be due to coronavirus, and where to get further advice. The first aid team may use thermometers in response to medical issues.

### **Personal protection equipment**

Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a



risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings.

Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.

The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:

- children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way
- if a child, young person or other learner becomes unwell and requires first aid which potentially increases the risk to the member of staff supporting.
- if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.

The first aid team will be issued with PPE to deal with injuries, sickness and suspected Covid 19 cases. The site agent will be issued with PPE to clean the isolation areas following a suspected Covid-19 case. The first aid team will receive full training in the use, storage and disposal of PPE. **School designated lead for PPE: Miss H Butchard**



## **Lunchtime arrangements**

- Children will eat in classrooms with a member of staff.
- Children will bring a labelled bag with their packed lunch in. This will be placed underneath their desk. The eating phase of the lunchtime will be 15 minutes.
- No hot lunches will be served.
- Children will be permitted to go outside for a 15 minute physical activity phase.
- Groups will be allocated a specific zone to undertake physical activity. This will take place on the school field.
- Children will be encouraged to play no contact games.
- The field will be divided up into four main areas using Harris fencing, tape and PE poles.
- Children will remain in classrooms if the weather is wet.
- Use of portable equipment will not be permitted due to the risk of transmission and contamination.
- The climbing frames and wall will be fenced off in order to follow government guidelines.
- Children should be encouraged to follow 2m social distancing.
- Staggered times and using the same procedure for entering the building.
- Staff will begin to send children to the bathroom one at a time 15 minutes before the break slot. This will prevent a crowd during the physical activity phase. They will then spend the full 15 minutes outside.

## **Breaktime arrangements**

- Teachers will accompany their group outside for their 15 minute break. TAs should have their own break during this time.
- Upon returning to the classroom, TAs should supervise the group for 15 minutes to allow the teacher to have a 15 minute break.
- Staggered times and using the same procedure for entering the building.
- Staff will begin to send children to the bathroom one at a time 15 minutes before the break slot. This will prevent a crowd during the 15 minutes. They will then spend the full 15 minutes outside.
- Hand sanitiser should be applied before and after breaktime.



## Toilets, staircases and exit points

### **Toilets**

Toilets will be able to be used by pupils one at a time (one in one out).

Children will use hand sanitiser before they enter the toilet and when they return to the classroom. The secondary adult should supervise outside the toilet block. This will help ensure social distancing in the corridor areas. Children will be reminded to flush with the toilet lid down. Staff are unable to supervise inside the toilet due to safeguarding procedures. Information on staff toilets can be found in the logistics section.

Groups will use specific toilets:

#### **New build toilets**

Group 3 Rm 27, Group 4 Rm 28, Group 5 Rm 29

#### **Year 6 toilets**

Group 1 Rm 15, Group 2 Rm 16, Group 10 Rm 26

#### **Year 5 toilets**

Group 6 Rm 1, Group 7 Rm 2, Group 8 Rm 3, Group 9 Rm 4

### **Staircases**

All pupils will visit the hand sanitiser station under the pupil canopy when they arrive in school. Pupils will then use different entry points and staircases to reach their classrooms.

Break and lunchtime will use different entry/exit points and staircases.

#### **New build staircase**

Group 3 Rm 27, Group 4 Rm 28, Group 5 Rm 29

Exit/entry point next to the main office

#### **Year 5 and 6 staircase**

Group 1 Rm 15, Group 2 Rm 16

*\*Group 10 Rm 26 does not require a staircase*

Exit/entry point via the pupil entrance

#### **No staircase required**

Group 6 Rm 1, Group 7 Rm 2, Group 8 Rm 3, Group 9 Rm 4

Exit/entry point via the pupil entrance

## **Assemblies**

- Assemblies will be delivered electronically.
- Opportunities for collective worship will be created using the google drive.
- No whole school assemblies or collective worship in the megahall due to social distancing.



## Signs and floor markings

- Signs showing the different routes around the building.
- Social distancing posters will be displayed in key areas.
- Floor markings or signs are used, where necessary, to indicate any two-metre spacing, e.g. where queues are likely to form.
- Signs will be placed on the school site over the half term break.

## Equipment

- No pencil cases, folders or other equipment will be allowed into the classroom.
- Children will be encouraged to limit the number of items they bring in to school.
- Each child **MUST** bring a water bottle to school.
- Each child will be provided with a labelled ziplock wallet. Zip lock wallets will be placed in the classrooms for staff to use.
- Each zip lock wallet will contain a pencil, pen and ruler. The zip lock wallets will be wiped down by the cleaning team each day.
- All work to be completed on paper or using the chromebooks.
- Teachers should make sure pupils wash their hands and surfaces, before and after handling the zip lock wallets.
- No zip lock wallets should be taken off site.
- Chromebooks will be wiped down at the end of each day.

## Mobile phones

### Pupils

- Mobile phones will be collected by the lead teacher in each room.
- Children will drop their mobile phones into a zip lock bag.
- Mobile phones must be turned off as children enter the waiting zone.
- The zip lock bag will be stored in the classroom in a cupboard or drawer.
- The children will collect their mobile phones from the zip lock bag at the end of the day.
- Zip lock bags should be left on the desks to be wiped down by cleaning staff at the end of the day.

Please refer to the school mobile phone policy for further guidance. Please be aware the procedure for pupil mobiles (section 4) has been modified to account for the new school procedures.

## Rooms

- Desks and chairs will be arranged to comply with the social distancing guidelines issued by the government. Tape will be used for marking.
- Removal of soft furnishings like cushions and blankets.



- Windows should be open as much as possible to improve ventilation. Air conditioning units should not be used. This is guidance issued by the government to reduce transmission rates. Temperatures within rooms will be carefully monitored.
- The site agent will open all windows every morning and close all windows every evening. He will review current weather conditions before opening.
- Staff maybe in classrooms other than their own.
- Staff will not visit other classrooms other than the designated room provided.

### **First aid and PPE**

A First Aid addendum will be issued to all members of the community outlining the use of PPE in the event of COVID-19 procedures. This will be issued to all members of the school community before 01.06.20. This will detail the new procedures for sending children to receive first aid.

The medical room will be used for other issues other than COVID-19.

The medical risk assessments for specific individuals will be followed and reviewed on a regular basis.

All other policies connected to First Aid remain unchanged.

Parents, carers and settings do not need to take children's temperatures every morning. Routine testing of an individual's temperature is not a reliable method for identifying coronavirus. Edward Peake will reiterate to parents the need to follow the standard national advice on the kind of symptoms to look out for that might be due to coronavirus, and where to get further advice.

Any pupils requiring a PEEP (Personal Emergency Evacuation Procedure) will be referred to the Deputy Headteacher. A full risk assessment will be prepared after a detailed discussion with the family.



## Fire safety and emergency procedures

Fire drills are still happening as per the normal school procedure. The site agent will complete the drill with a reliable member of the admin team if the senior leader is not available due to illness or absence. No planned drills will take place when the children are in the building. Fire exits should be used as described in the Health and Safety policy. Children will be informed that normal emergency procedures should still apply. If the fire alarm activates, normal emergency procedures will commence.

The fire muster point will remain on the playground due to spacing restrictions around the site. School staff will adhere to social distancing as much as possible when registering the children. Social distancing will not be adhered to during the evacuation process. The priority is to clear the building of people in a given timeframe.

Seven bells will be called by a member of the leadership team in the event of a lockdown/intruder concern. All pupils and staff should take cover underneath a desk to ensure safety. Doors should be closed and locked if possible. Social distancing will not be adhered to in the event of a lockdown/intruder concern.

Any concerns regarding fire safety or emergency procedures should be discussed with the **Deputy Headteacher, Miss H Butchard**

## Entry and exit zones in to the school site

Entry and exit waiting zones will be created using the front drive. The children will enter the waiting zone from Potton Road. No entry will be permitted via the pupil gate. A waiting zone will be created similar to those in supermarkets. Children will queue 2m apart to enter the school building. Metal barriers and Harris fencing will be in place to protect the children as they wait. Initial check in of names will be taken here. SLT and other staff will be on hand to monitor the waiting zone. They will be welcomed at the main gate and sent across the lower playground. A member of staff will meet the children under the white canopy. A hand sanitiser station will be in this area. Children will use this facility before accessing the building.

The same procedure will be used when children leave the school building at the end of the day.

A vehicle lane will be in place for traffic in and out of school.

Pictures of the waiting zone will be issued to parents/carers at the end of the half term break.

## Reducing mixing in school

Accessing rooms directly from outside where possible in line with H+S policy. Fire doors will be used by groups in the year five area only.

One-way circulation signs and tape will be used in the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.



Staggering break to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time  
Staggering lunch breaks – children will be eating in classrooms.  
Some children and young people will need additional support to follow these measures.  
Children will not be sent to the front office. Alternative arrangements are in place if first aid is required.

### **Health and Safety policy**

The existing H+S policy will still be used in line with the school risk assessment and specific COVID-19 related guidance.

Further guidance will be issued following government updates.

### **Reporting accidents**

Reporting accidents will still follow normal whole school procedure in order to protect all members of the school community.



## **Section 4: The school day**

*To ensure the safety of pupils and staff, it is not feasible to have all pupils arrive, have break, lunch and leave at the same time. There will be some staggering of the school day as shown below:*

### **Arrival at school**

8.30am	2 groups
8.40am	2 groups
8.50am	2 groups
9.00am	2 groups
9.10am	2 groups

### **Breaktimes**

Staggered and using the same procedure for entering the building.

Staff will begin to send children to the bathroom one at a time 15 minutes before the break slot. This will prevent a crowd during the 15 minutes. They will then spend the full 15 mins outside.

10.00am	2 groups
10.15am	2 groups
10.30am	2 groups
10.45am	2 groups
11.00am	2 groups



### **Lunchtimes**

Staggered and using the same procedure for entering the building.

Staff will begin to send children to the bathroom one at a time 15 minutes before the lunch slot. This will prevent a crowd during the physical activity phase. They would then spend the full 15 minutes outside.

11.30am-12.00pm Eating phase 11.30am-11.45am Physical activity phase 11.45am-12.00pm	2 groups
12.00pm-12.30pm Eating phase 12.00pm-12.15pm Physical activity phase 12.15pm-12.30pm	2 groups
12.30pm-1.00pm Eating phase 12.30pm-12.45pm Physical activity phase 12.45pm-1.00pm	3 groups
1.00pm-1.30pm Eating phase 1.00pm-1.15pm Physical activity phase 1.15pm-1.30pm	3 groups

### **Leaving school**

2.50pm	2 groups
3.00pm	2 groups
3.10pm	2 groups
3.20pm	2 groups
3.30pm	2 groups



## **Section 5: Safeguarding and inclusion**

We will still be working the COVID-19 safeguarding addendum as recommended by current government guidelines.

Our **Designated Safeguarding Lead, Miss H Butchard**, is a member of the Senior Leadership Team and takes lead responsibility for coordinating all child protection activity within the school.

The Designated Safeguarding Lead is supported by the following **Deputy Designated**

### **Safeguarding Leads:**

**Mrs T Jeffs**

**Mrs J Rowley**

**Miss Z J Linington**

The safeguarding governor is: **Mr Vaughan Johnson**

The safeguarding team will be supported by the HIVE team.

Current staffing rota allowing for a DSL to be in school or available virtually at all times. DDSL available in school or available virtually at all times. Staff will regularly be reminded of school and local council safeguarding procedures.

Safeguarding addendum document can be found here:

<http://s3-eu-west-1.amazonaws.com/smartfile/edwardpeake.realsmartcloud.com/uploads/2020/04/24140219/SAFEGUARDING-COVID-19-UPDATE-MARCH-2020-2.pdf>

## **Section 6: Behaviour policy**

This addendum of the Edward Peake Middle School Behaviour and Attitude to Learning Policy contains details of our behaviour management arrangements during school partial closure due to COVID 19 reopening. The safety of all of our community matters and is valued, as such these expectations are outlined with this consideration at the forefront. Structure and high expectations are key to underpinning our new and evolving circumstances. **This policy can be found in appendix 3.**



## **Our Behaviour and Attitude to Learning in response to Covid-19**

This is a strange time and the school pupils return to will not resemble Edward Peake before lockdown. We must put in place a wide range of processes so that everyone within our community is kept safe.

*"Do to others as you would have them do to you" (Matthew 7:12)*

The safety of all of our community matters and is valued, we have an even higher expectation of how pupils conduct themselves during this time.

Everything we do is in the best interests of individual pupils and the school community in terms of safety, wellbeing and expectation.

On their first day pupils will be taught the new expectations in terms of conduct in school and how we must all work together to keep us all safe. They have a key role in all of this. Below you will find the consequence and rewards staircases for Edward Peake up until Summer 2020. As government guidance is released we will review our procedures always with our community safety as our first priority.

**Safe - Caring - Learning**

**Behaviour and Attitude to Learning** - The school policy will be followed as it stands with the following amendments:

**Social distancing** - Where possible the 2m social distancing expectation will be kept to in all circumstances.

**Physical Contact** - Is not acceptable within school and pupils will maintain the 'bubbles' and will not share any equipment unless it has been sufficiently cleaned. Breaks and lunchtimes will be staggered with each reduced group having specified outdoor 'pods' and will continue to observe the social distancing expectation, supervised by a member of staff.

**Movement around school** - Pupils will observe the expectations of social distancing wherever possible and will move around school following the one way systems where signposted, the staggered breaks and lunchtimes and the markers around school to indicate distancing and direction.

Pupils are not to gather in groups but always observe the 2m distancing expectation.

Where any pupil puts themselves or others safety at risk they may be required to remain at home.

**Toilets and hygiene** - Toilets will be able to be used by pupils one at a time (one in, one out) with supervision from outside by a member of staff. Hand sanitisers will be stationed outside for use on entry and exit of toilets. Frequent hand washing, and use of hand sanitisers is the new norm.

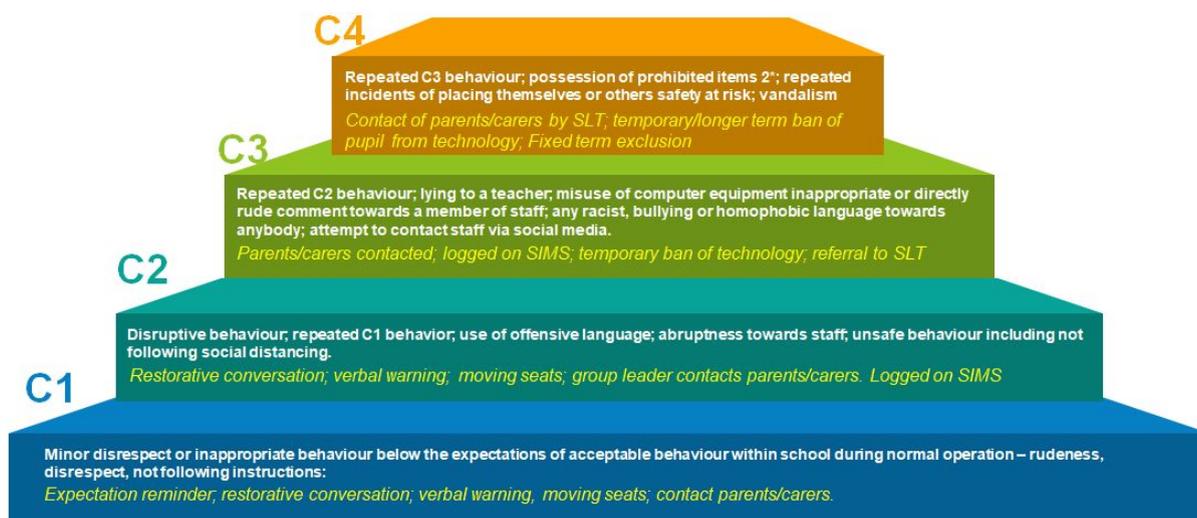
**Spitting or coughing** - Deliberately spitting or coughing at or towards any member of our community is unacceptable, the safety of our community is important.



## CONSEQUENCE STAIRCASE



*Restorative practice underpins each section.  
Values based discussions underpins each section.*



- \*Prohibited items 1 – blu-tak, energy or canned drink, pressurised liquid container e.g. deodorant spray**
- \*Prohibited items 2 - tobacco, cigarette papers, lighter/matches, illegal drug related items, alcohol, fireworks, offensive weapons, pornography, stolen items.**



## REWARDS STAIRCASE



*Restorative practice underpins each section.*

*Values based discussions underpins each section.*



*Both staircases will be adapted as we learn to live and work together with the 'new normal' in full discussion with our Edward Peake community.*

### **Section 7: Pastoral and behaviour support**

It is crucial that pupils continue to be supported during the COVID-19 crisis and school reopening. The HIVE and inclusion team will play an active role in this support process.

The HIVE team will be relocating to the three new classrooms above the main hall. This area will replace the HIVE for the remainder of the summer term. This will ensure all crucial interventions to take place adhering to social distancing.



### **Red level incident (C4 on the staircase)**

This request will be picked up by a member of the leadership team. A visit will be made to the room and the pupil will be asked to meet them outside. The pupil will wait inside the room until the member of staff arrives before leaving the classroom.

### **Low level/amber incident (C1-C3)**

An email from the teacher will be sent to the pastoral team describing the incident. The team will discuss the incident and carry out one or a combination of the following:

- Behaviour support strategies for that particular pupil via email.
- Request for the situation to be monitored to allow the pupil to modify their behaviour. The HIVE team will refer teachers to the behaviour addendum section five.
- Visit the room to speak with the pupil. The pupil will be asked to meet them outside. The pupil will wait until the member of staff arrives before leaving the classroom. The pupil will then be placed back in the room after a discussion has taken place.
- Socially distanced walk on the playground to remove the pupil from the situation to reflect on their behaviour
- Referral of the situation to a red level incident and SLT.

No internal exclusion room will exist for behaviour removal due to the risk factor for staff and pupils. Pupils will not be placed in different rooms for challenging behaviour. The aim is to reduce the contact between bubbles.

Children with additional needs, including those with an EHCP, may NOT have access to their normal levels of support e.g. additional adults, resources or intervention groups such as Sensory Circuits.



## **Section 8: Online working and working from home**

During the phased re-opening of Edward Peake, we endeavour to continue providing online work and resources for our pupils to access from home. However, as we are sure you can appreciate; teaching staff will now be based in school teaching their 'bubble' or group of pupils for a large proportion of the week. The impact of this may result in a delay in staff responding to comments and queries on the google classroom. In addition, feedback and marking of your child's work will also take longer as staff's face to face teaching hours within school are increased.

We will continue to prioritise planning and resourcing your child's online assignments and education at this time because we believe it is not only important for their academic success and readiness to learn upon returning to us, but also because it provides a structure and routine to their day whilst at home during this difficult period.

At Edward Peake, we still understand that every household's circumstances are different and we urge you to put the health, happiness and wellbeing of your family first. As a result we are not prescribing a set timetable or daily work expectation to our pupils; we simply ask that every pupil does the best they can.

Our home learning tasks are all available on pupils' Google Classroom. A guide to Google Suite can be found on the general letters page of our school website. If you require any further assistance helping your child to access their home learning resources, please call or email the school office ( [info@edwardpeake.beds.sch.uk](mailto:info@edwardpeake.beds.sch.uk))

To supplement the work that your child's teachers are providing, remember that lots of other resources and ideas have been shared in our newsletter over the last couple of months. Some of which are listed below;

- Reading for pleasure (read with or to your child; if they feel they are too mature to be read to, set aside some time to sit together and read your separate books, then take a few minutes to discuss them after)
- Maths Whizz - <https://www.whizz.com/login/>
- Oak National Academy - <https://www.thenational.academy/online-classroom>
- BBC Bitesize Daily Online Lessons - <https://www.bbc.co.uk/bitesize/dailylessons>

When school life does return to normal, rest assured, all of the staff here at Edward Peake will work tirelessly to identify gaps in pupil's learning and support them to best move forwards on their academic journey. Every child in our whole nation will face this same challenge and it is one we will work together to overcome.



## **Section 9: Curriculum and teaching sessions**

The DfE expects schools to:

- Consider your pupils' mental health and wellbeing, and identify any pupil who may need additional support so they're ready to learn
- Assess where pupils are in their learning, and agree what adjustments might be needed to your curriculum
- Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, vulnerable pupils and pupils with SEND

The first week of this new way of working will focus on inducting the pupils into this new manner of being and working in school as well as focusing on their mental health and wellbeing. Creative activities and tasks will take place which allow pupils to focus on things away from academic learning.

Going forward subject leaders will be looking at how best to support learning within the classroom and for those at home with the DfE expectations in mind.

In order to minimise any risk from multiple people touching paper/books etc, it is advised that where possible teachers limit the use of printed/paper based work. Feedback will be given verbally unless absolutely unavoidable. Feedback on any online learning completed in school is the responsibility of their usual class/subject teacher. IT equipment will be made available in each classroom. Where possible pupils will be assigned a chromebook or laptop and not share. If this cannot be avoided then the equipment will be cleaned thoroughly before being used.

There will be a particular focus on English, Maths and Science to support these key skills. Other subjects will be covered although no subject will have their usual timetable allocation. Pupils will be encouraged to work as independently as possible.

Please ensure that pupils have their own reading book with them each day as we will be making time for independent reading throughout the week and we are unable to loan books to pupils at this time. If English work requires the use of a particular text, pupils will have their own copy which will not be shared with anyone else.



## **Section 10: Logistics**

### **Removal of items from school**

Staff and pupils will aim to limit the items taken to and from school. Books and folders used by children should not be removed from the school site.

### **Clothing**

Staff will not be expected to wear formal professional dress. Casual clothing should be worn when staff are in school during this period. Pupils will not be wearing uniforms during this period. Please ensure that clothing worn is suitable for school and allows pupils to take part in physical activity. Please no football shirts, jewellery or make up. Long hair must be tied back.

### **Items to bring to school**

- Labelled packed lunch
- Named water bottle
- Bag to carry these items in
- Labelled prescription medication, inhalers or epi pens if required.
- Reading book

### **Food**

Pupils must bring their own food in a sealed and labelled bag or box. Items should not be shared with other members of the community. The shared use of snacks, drinks and other refreshments is not permitted. No celebration cakes or sweets will be permitted in school during this time.

### **Walking/cycling/using a scooter**

Mr Duffy has very kindly produced a guide to walking and cycling to school. Pupils can store bicycles and scooters safely at school. The school is following government advice regarding public transport and cars.



## **Section 11-Wellbeing and support**

This section has advice for managing home schooling, your child's wellbeing, your own wellbeing as well as how you can support your child when they are returning to the 'new normal' in school.

Our emotional and physical health can be severely compromised during these unsettling times. **Self-care** is very important, as we are often the last person we think about and look after.

It's particularly important at this time to enable us to be as resilient as possible for ourselves, and also to manage and alleviate our children's worries, and to provide them with re-assurance.

- All pupils are members of the EPMS Wellbeing google classroom.

### **Class code: 4jpsrz6**

Here you will find many activities and websites that have been sought out to help support your wellbeing.

- All pupils have received emails detailing how they can access an email specifically set up if they need to talk to someone:

[worried@edwardpeake.beds.sch.uk](mailto:worried@edwardpeake.beds.sch.uk)

This is being looked after by Mrs Jeffs; Miss Butchard; Mrs Rowley; Mrs Pearce, Mrs Horwood and Miss Diston only.

- Ensure that you are managing your time and balancing work with personal time-time spent on yourself, whether that be reading, going for a walk, facetime/zoom a friend/s/family, physical exercise; time with family; eating well; sleeping well.
- Whilst we are reliant on technology more than ever at this time, try to give yourself a break from screens, particularly in the hour before bedtime.
- Appreciate the time we have in work to see and chat to people but remember to be mindful of the anxieties of others too by observing the new protocols put in place to support our community and keep us all safe.

### **Preparing your child for return to school**

Reset body clocks! In the week before your child is due back at school make sure that they go to bed early and wake up in time to 'get ready for school.'

Clean hands! Show your child how to wash their hands properly; <https://www.youtube.com/watch?v=seA1wbXUQTs> explain that the adults in school will want them to wash their hands frequently and use hand sanitiser when they are at school.

Catch it, bin it, kill it! - Make sure your child knows how to blow and wipe their nose and to put the tissue in a bin. Show them how to cough into their elbow if they need to and have a tissue to hand.



Social distancing! - Measure out 2 metres and show your child what that looks like. They may not always be able to keep that distance but an awareness of what it looks like will help us and them to stay safe.

Play safe! - Explain to your child that they will not be able to touch, hug or play close to other children. They will not be able to access the climbing wall or trim trail and most equipment will be available to play with due to safety and ability to clean.

Listen and learn! - Your child needs to be able to concentrate. Limit the amount of screen time your child has; they will need to re-learn how to be in a class with other children and to listen to the adult. Read with them every day, tell them stories and ask them to listen all the way through before you discuss what has been read. Older children can read to you and explain what the text means and what they think about it.

Be independent! - Children will not be able to work with a partner or in groups like they often do, and teachers will not be able to sit alongside children to help them with their work. Talk to your child about 'having a go' and not becoming upset if they are finding something difficult. Tell them that they can raise their hand to ask for help but help will be given at a distance.

Be patient! - Everything will take longer than usual, and your child may have to wait at various points during the day for example to visit the toilet. They may have to follow a one way system in school and life will be very different to before lockdown - they need to follow instructions carefully to keep themselves and others safe.



## **Appendix 1: Useful websites and resources**

<https://www.gov.uk/coronavirus>

<https://www.gov.uk/guidance/travel-advice-novel-coronavirus>

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>

<https://www.nhs.uk/conditions/coronavirus-covid-19/common-questions/>

Department for Education Coronavirus helpline

The Department for Education has a new helpline to answer questions about COVID19 related to education. Staff, parents and young people can contact the helpline as

follows:

Phone: 0800 046 8687

Email: [DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk)

Opening hours: 8am to 6pm (Monday to Friday)

### **Parents support and Wellbeing sites and resources:**

<https://youngminds.org.uk/find-help/for-parents/supporting-your-child-during-the-coronavirus-pandemic/>

<https://mailchi.mp/successatschool/looking-after-your-mental-health-during-lockdown>

<https://www.mind.org.uk/information-support/for-children-and-young-people/coronavirus/coronavirus-and-your-wellbeing/>

<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/coronavirus-supporting-children-special-educational-needs-disabilities/>

<https://www.unicef.org/coronavirus/6-ways-parents-can-support-their-kids-through-coronavirus-covid-19>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/arguments-conflict-family-tension-coronavirus-lockdown/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/mental-health-parenting/>



<https://www.children1st.org.uk/help-for-families/parentline-scotland/guidance-advice/cat/support-for-families-about-coronavirus>

<https://www.parentclub.scot/topics/coronavirus>

<https://childmind.org/article/supporting-kids-during-the-covid-19-crisis/>

<https://www.annafreud.org/coronavirus-support/support-for-parents-and-carers/>

It's particularly important at this time to enable us to be as resilient as possible for ourselves, and also to manage and alleviate our children's worries, and to provide them with re-assurance.

<https://www.nhs.uk/conditions/stress-anxiety-depression/moodzone-mental-wellbeing-audio-guides/> from NHS Every Mind Matters

<https://www.priorygroup.com/media/594863/understanding-childhood-anxiety-v1.jpg> - colourful guide from the Priory Group

<https://insighttimer.com/> - a free app for sleep, anxiety and stress

<https://elearning.creativeeducation.co.uk/courses/covid19-staying-mentally-well/> - This course explores some simple strategies for promoting your wellbeing during the Coronavirus pandemic. These are challenging times for all of us, so this course walks you through simple, easy to implement, strategies to give you a boost and protect your wellbeing. All of the ideas are suitable for use by adults or children and many work best when embraced collectively as a class or family.

<https://www.cwmt.org.uk/working-from-home> - a toolkit to support working from home.



## **Appendix 2: Frequently asked questions**

### **\*Taken from the survey feedback**

Does my child require PPE?	<p>PPE is not recommended in the government guidelines for school other than staff delivering first aid or medical care</p> <p>For children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way.</p>
How will my child be able to follow social distancing?	<p>Government guidelines were to create groups with a maximum capacity of 15. We have gone one stage further for safety and conducted a full site survey to determine the exact number of adults and pupils we can safely fit in each classroom whilst adhering to 2m social distancing rules. Our group sizes are between 9 and 12 pupils. Full guidance on social distancing and high contact areas such as toilets and lunchtimes can be found in this guide.</p>
How will my child be supported?	<p>The school has a dedicated team of professionals on hand to support our community when school reopens. Details of this support procedure can be found in section 7.</p>
What if someone has suspected Covid-19?	<p>We will follow the procedure as laid out on page 5 of this document regarding potential cases in school.</p>
What if the R value increases?	<p>Schools will continue to follow government guidelines regarding Covid-19, infection rates and lockdown procedures. We will update parents/carers with guidance as and when we receive it.</p>
How is the school site being prepared for opening?	<p>Staff are working extremely hard to ensure the site is ready for phased reopening on 01.06.20. Guidance signs, social distancing taping and room organisation is being carried out.</p>



Will I get fined if my child doesn't attend school?	All normal attendance rules have been suspended by the Government and the Local Authority has confirmed that it will NOT impose any penalties for non-attendance for the remainder of this term.
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### **Appendix 3**

#### **Addendum for Edward Peake Middle School Behaviour and Attitude to Learning Policy (October 2019) regarding COVID 19 including online teaching protocols.**

\*Please be aware this addendum will be regularly updated and reviewed in line with government advice and the changing circumstances of our community.

All members of staff know these procedures and parents/carers are expected to understand and discuss them with their children to ensure that they have good knowledge of them before returning to Edward Peake.

Parents must confirm that they have read, understood and agreed to this policy before their child can return to school.

#### **1. Context**

This addendum of the Edward Peake Middle School Behaviour and Attitude to Learning Policy contains details of our behaviour management arrangements during school partial closure due to COVID 19 and subsequent reopening. The safety of all of our community matters and is valued, as such these expectations are outlined with this consideration at the forefront. Structure and high expectations are key to underpinning our new and evolving circumstances.

#### **2. Staffing and meetings**

Edward Peake Middle School have prepared and produced a plan to ensure the school is suitably staffed during the partial shutdown. A member of the HIVE and SLT is always available either on site or via telephone. All staff are aware of the rota and contact arrangements.

Our Lead Behaviour Professional Mrs T Jeffs and other members of the Senior Leadership Team will take lead responsibility for coordinating all behaviour management activity within the school. With the Pastoral and Behaviour Support Team (HIVE) they will provide support to staff members to carry out their behaviour management within their small groups. The SLT member on site will have overall responsibility for ensuring that the amended Behaviour and Attitude to Learning policy is in the best interests of individual pupils and the school community in terms of safety, wellbeing and expectation.

The staff will be supported by at least two members of the HIVE team each day.



### **3. Communication and reporting concerns**

If during the course of our school closure you have any concerns regarding a child's behaviour and/or wellbeing issues which may arise either from your contact with pupils or from information passed on to you from others, please do not hesitate to report these concerns directly to the school. Please contact the school via the main school email address [info@edwardpeake.beds.sch.uk](mailto:info@edwardpeake.beds.sch.uk) or via telephone 01767 314562. Parents and carers should contact staff initially via the school office. This will enable us to direct the emails to the most appropriate person.

Where staff have a concern about a child regarding their behaviour they should be proactive in reminding the child of the core values of school; Safe Caring Learning

### **4. Behaviour Expectations and Messages**

The 'new normal' will need careful management and communication with our community. Induction for staff regarding how to approach the reestablishing of behavioural expectations will be by Google Team meetings in year groups CPD and revised staff information documents. Staff will be responsible for the small group of children on a consistent basis.

This group is likely to be one where a significant relationship has not already been developed. Even where a relationship had previously been built with individuals it is highly likely that these will need to be rebuilt. No assumptions should be made regarding children understanding of what behaviour is expected.

Parents/carers will receive clear communications from school regarding the safe caring learning expectations and what they will look like in order to ensure all our communities safety. This information will be distributed in a pack that encompasses how our school will operate in these new circumstances.

All pupils will be inducted on their first day regarding how we will operate as a community and the expectations on them. We will support our community in understanding the need for these measures through group discussion, modelling and ensuring a clear understanding of what the expected behaviour looks like in our new reality. The message of safe caring learning will be applied to all our behavioural expectations consistently by all members of our community. Honest discussions with pupils regarding how we expect our community to respond to the reopening during the Covid 19 pandemic will be undertaken on the first day and reiterated based on need. The overwhelming view of working together as a community must be understood by all.

**Behaviour and Attitude to Learning** - The school policy will be followed as it stands with the following amendments:

In the first instance discussion, restorative conversations limitations on use of technology, and loss of breaks will be applied. In the most serious of contraventions fixed term exclusions will be applied.



**Social distancing** - Where possible the 2m social distancing expectation will be adhered to, children will be reminded of the expectation with the emphasis on our safe, caring expectations. Staff will model their expectations. Repeated flouting of the expectation may result in a pupil being asked to remain at home. They will be reintegrated after sufficient time with the reiteration of the social distancing expectation.

**Physical Contact** - Is not acceptable within school and pupils will maintain the 'bubbles' and will not share any equipment unless it has been sufficiently cleaned. Breaks and lunchtimes will be staggered with each reduced group having specified outdoor 'pods' and will continue to observe the social distancing expectation, supervised by a member of staff. Repeated flouting of the expectation may result in a pupil being asked to remain at home.

They will be reintegrated after sufficient time with the reiteration of the physical contact expectation.

**Movement around school** - Pupils will observe the expectations of social distancing wherever possible and will move around school following the one way systems where applicable, the staggered breaks and lunchtimes and the markers around school to indicate distancing and direction. Repeated flouting of these expectations may result in a child being asked to remain at home and will be reintegrated after sufficient time with the reiteration of the safe caring learning expectation.

Pupils are not to congregate in groups but always observe the 2m distancing expectation.

Where any pupil puts themselves or others safety at risk they may be required to remain at home.

**Toilets and hygiene** - Toilets will be able to be used by pupils one at a time (one in, one out) with supervision from outside by a member of staff. Hand sanitisers will be stationed outside for use on entry and exit of toilets. Frequent hand washing, and use of hand sanitisers is the new norm. Pupils deliberately contravening these expectations are putting everybody's safety at risk.

**Challenging behaviour** - Behaviours will be challenged in a positive manner always referring to our core values and the reasons behind the changes. Staff will model the behaviour they expect to see in all situations remaining calm and utilising de-escalation techniques. The use of the HIVE team may be needed to allow for a change of face and / or a walkabout. It is understood that additional anxieties and concerns will manifest themselves in challenging behaviours as individuals strive to come to terms with the 'new normal'. All of our staff will be responsible for behaviour management. Clear expectations and calm reiteration will always be the initial response to behaviours exhibited. The use of detentions in the traditional sense will not be utilised, however the loss of breaktime and experiencing some level of social interaction will be used to support the understanding of the pupil and to reestablish relationships with individuals.

**Physical restraint** - Where there is a need for physical restraint to secure the safety of the child and or others this will be initiated by the HIVE team and those members of staff



trained in TeamTeach techniques, considering the safety of all involved. Where this has had to be applied the child will require 1:1 support observing as far as possible the 2m distancing to re-establish self regulation and come to terms with their emotions and triggers as well as developing strategies to cope in the future.

**Spitting or coughing** - In the event of a child spitting or deliberately coughing at or towards any member of our community they will be required to return home and reintegrated after a sufficient amount of time following the usual reintegration protocols.

STAGE	BEHAVIOUR DEMONSTRATED	SANCTION / ACTION
C1	<ul style="list-style-type: none"> <li>Minor disrespect or inappropriate behaviour below the expectations of acceptable behaviour within school during normal operation.</li> <li>Could include rudeness, disrespect or not following instructions</li> </ul>	<p><b>Expectation reminders</b></p> <ul style="list-style-type: none"> <li>Conversation with pupil/s which could include a verbal warning, moving seats and other behaviour strategies.</li> <li>Contact with parents/carers</li> <li>Restorative conversation with the group teacher at the end of the session/during the session.</li> </ul>
C2	<ul style="list-style-type: none"> <li>Disruptive behaviour, arriving more than 5 minutes late for a session, repeated C1 behaviour</li> <li>Use of offensive language (not towards staff)</li> <li>Abruptness towards staff</li> <li>Unsafe behaviour during partial closure - including not following instructions for social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>Conversation with pupil/s which could include a verbal warning, moving seats and other behaviour strategies.</li> <li>Contact with parents/carers - group leader</li> <li>Restorative conversation with the group teacher at the end of the session/during the session.</li> <li>Concern logged on Sims</li> </ul>
C3	<ul style="list-style-type: none"> <li>Repeated C2 behaviour, lying to a teacher, misuse of computer equipment, in possession of prohibited items 1*, repeated incidents of inappropriate moving around school and on the school site.</li> <li>Single use of offensive language towards a teacher</li> <li>Inappropriate or directly rude comment towards a member of staff</li> <li>Any racist, bullying or homophobic language towards anybody.</li> <li>Attempt to contact staff via social media.</li> </ul>	<ul style="list-style-type: none"> <li>C3 logged on SIMS</li> <li>Contact parents/carers</li> <li>Temporary ban of pupil from use of chrome books.</li> </ul> <p>Referral to SLT: - repeated incidents of C2; if repeated incidents would normally result in an exclusion; any comment towards a member of staff that could be construed as inappropriate or sexual, however minor it may appear.</p> <ul style="list-style-type: none"> <li>Referral to the police / other external agencies if appropriate.</li> </ul>
C4	<p>If issue would normally result in an exclusion.</p> <ul style="list-style-type: none"> <li>Repeated C3 behaviour</li> </ul>	<p>SLT to action either one / several of the following:</p> <ul style="list-style-type: none"> <li>Contact with parent/carer.</li> </ul>



	<ul style="list-style-type: none"><li>● Prohibited items 2*</li><li>● Repeated incidents of placing themselves or others safety at risk.</li><li>● Violent behaviour</li><li>● Vandalism</li></ul>	<ul style="list-style-type: none"><li>● Temporary/longer term ban of pupil from chrome book use.</li><li>● Fixed term exclusion</li><li>● Referral to the police / other external agencies if appropriate.</li></ul>
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**\*Prohibited items 1 – blu-tak, energy or canned drink, pressurised liquid container e.g. deodorant spray**

**\*Prohibited items 2 - tobacco, cigarette papers, lighter/matches, illegal drug related items, alcohol, fireworks, offensive weapons, pornography, stolen items.**

## **5. How staff will communicate the messages of expectation**

Inductions of each group will be undertaken by their main member of staff via powerpoint presentation, demonstration and discussion.

All staff dealing with pupils must consider these questions:

- What behaviour do I want them to think is normal? Then, tell them what it is and teach them what normal means in many circumstances. Don't let them define normal behaviour. Challenge them when it is not met. Show them how to do it. Correct them every time they can't or won't do it. Never let it slide. Define the new normal by bringing it to life.
- What habits do I want them to develop? If I want them to be punctual, clarify what punctuality means. Insist upon it. The more a behaviour is demanded, and challenged by its absence, the more practice pupils get performing it, until it starts to feel habitual. We seek ultimately, to change their behaviour habits, not just their behaviour.
- What routines do they need to learn in order to succeed as learners and human beings? This is crucial. In order for it to be as easy as possible to behave, pupils should be taught the specific sequences of behaviour they are expected to demonstrate. Some pupils find these hard to remember; some have not been used to behaving the way school expects (e.g. waiting their turn, sharing, queueing, clearing their table, putting hands up, listening) so teach the routines that make things easier for everyone, check their understanding, get them to practice the routines, and crucially, do so constantly until you are satisfied everyone understands and can do them.

The techniques described form the core of good behaviour teaching. They are proactive not reactionary, they support and scaffold good behaviour. They are particularly important for many pupils who would be more at risk of sanction or exclusion due to insecure behavioural habits. They will help to create conditions where good behaviour is more likely and bad behaviour less likely. They preempt misbehaviour, defuse and diminish the risk of escalation, and teach children social habits that are portable far beyond the school gates.

The calm pupil induction and interaction, checking for understanding, consistent repetition of



norms, demonstrated and corrected where necessary are the foundation of good behaviour. These will be consistently applied by all staff.

## **6. Recording and monitoring**

Behaviour and rewards will be recorded via SIMs and monitored daily by Mrs T Jeffs. Consistency will be secured by support and retraining where needed. The weekly behaviour report will continue with publication and actions as a result communicated to SLT and staff.

Concerns will be communicated amongst staff using the usual methods of discussion with colleagues, including the HIVE team, meeting parents/carers, use of inclusion referral forms, inclusion team meetings. Strategies and interventions will be supported by the HIVE team. Where needed referrals to multi-agencies will be made following school protocols.

## **7. Wellbeing**

Our community, pupils and staff will have experienced a wide variety of situations whilst in lockdown. Whilst many will have found positives and developed additional coping strategies and resilience there will be many who have had challenging, turbulent or unstructured environments as well as experienced heightened anxieties and bereavement. The routines, norms and consistency within our environment are key to underpinning safety and security for all.

We will be alert for signs of difficulty and let all pupils know through the rebuilding of relationships that discrete pastoral support is available. The calm, safe, structured Edward Peake culture is one of the best ways to reduce anxiety and promote good mental health amongst our community. Pupils will need to see adults being positive, hopeful and in control of themselves.

### **Support resources**

<https://youngminds.org.uk/media/1428/wise-up-prioritising-wellbeing-in-schools.pdf>

<https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/coronavirus-wellbeing-activity-ideas-for-schools/>

<https://www.mind.org.uk/information-support/for-children-and-young-people/coronavirus/coronavirus-and-your-wellbeing/>

<https://www.childline.org.uk/info-advice/>

<https://www.ceop.police.uk/safety-cene/>

<https://www.nspcc.org.uk/>

<https://www.kooth.com/>

[www.samaritans.org](http://www.samaritans.org)

