



# **POSITIVE BEHAVIOUR POLICY**

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Beccles Primary Academy

Agreed by Governors:

Recent review:

Signed:

## **COVID-19**

*Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe.*

*This means:*

- *sitting children at desks that are far apart where possible*
- *ensuring everyone queues and eats further apart than normal where possible*
- *keeping apart when in the playground or doing any physical exercise*
- *visiting the toilet one after the other*
- *staggering break times*
- *putting guidelines on the floor in corridors*
- *avoiding unnecessary staff gatherings*

*For further details, please see parent FAQ document (Appendix 5)*

*In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our school rules and behaviour expectations, as explained in this policy.*

*We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.*

*In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.*

*This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important that staff respond to this consistently.*

*We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour immediately.*

*However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.*

## **Introduction**

All schools should have a written behaviour policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently throughout the school. Our behaviour policy helps us to fulfil our vision to prepare young people to meet the challenges of being lifelong learners, leaders and responsible citizens who can meet the demands and expectations of an ever-changing world. This policy complies with section 89 of the Education and Inspections Act 2006.

## **Aims**

- To develop a behaviour policy supported and followed by the whole school community, based on shared values.
- To promote responsible behaviour, encourage self-discipline, respect for themselves, other people and belongings.
- To ensure all students and staff are treated fairly and in an appropriate manner.
- To ensure staff value and respect all pupils and demonstrate this in their behaviour and attitudes towards them.

- To ensure that throughout the school, the behaviour is managed consistently and calmly.

## **This Behaviour Policy is consistent with our Mission, Ethos and Values for Beccles Primary Academy.**

### **Mission Statement**

At Beccles Primary Academy, our ethos is to have high expectations of learning and behaviour, where everybody knows they are valued and well cared for. We believe that every child is an individual who can grow and achieve through inclusion, equality and respect.

### **Our core values are:**

- To be enthusiastic, independent learners, inspired to achieve.
- To be an inclusive community where everybody feels valued.
- To have high expectations and raise aspirations.
- To promote a safe and secure environment.
- To foster a positive, hard-working ethos.

Beccles Primary Academy recognises that effective learning and teaching will only take place in an atmosphere where there is a clear understanding of what is acceptable behaviour. We also recognise that good teaching and an appropriate curriculum are essential for pupil engagement. We acknowledge that the positive attitude to behaviour is a shared responsibility and empower all staff to expect this from everyone. We encourage good behaviour through our reward system to promote a positive ethos around the school.

### **The relationship between PSHE and policies, procedures and practices to improve behaviour.**

The underlying causes of challenging behaviour are often emotional or social, and focusing on these, rather than on behaviour outcomes, enables staff to respond more effectively. We can then take action to understand and de-escalate a situation. By teaching social and emotional skills, we enable the child to make informed choices, enhance their self-awareness, self-understanding and develop empathy. This supports them to predict the outcome of their behaviour on others and to manage their feelings more effectively. Similarly, consistent and positive responses to behaviour have a major part to play in creating an environment where social and emotional skills can flourish.

We:

- aim to help pupils learn the skills they need to behave well, rather than simply correcting poor behaviour
- encourage participation in setting rules and consequences that are based upon rights and responsibilities
- encourage pupils to make the right choice about their behaviour and reward those who do
- recognise and support pupils in managing strong emotions
- encourage reflection about the consequences of a particular behaviour

### **Approaches**

At Beccles Primary Academy we aim to be proactive rather than reactive. We do this by having approaches that are not exclusively based upon a system of rules, rewards and sanctions as these do not encourage pupils to take responsibility for their behaviour. The use of praise and recognition for making a positive choice are the most crucial tools employed to promote good behaviour. Being positive adults and displaying positive approaches to resolve issues is non-negotiable.

When dealing with behaviour we ensure:

- incidents are de-escalated where possible
- any interventions are calm and purposeful
- parents/carers play a crucial part in supporting positive behaviour in school
- consistency is crucial in our approach
- pupils are encouraged and empowered to take responsibility for their conduct and to develop self-discipline
- teachers are supported to teach effectively and securely

## Consequences

Although praise and rewards are central to the promotion and encouragement of good behaviour, there will be incidents that necessitate consequence.

***At all times staff must aim to de-escalate any situation.***

Step	Types of Behaviour	Procedure
1	Not listening Disrupting the learning of others Calling out Inappropriate verbal and physical contact (e.g. poking) Refusing to complete own learning Answering back Noisy or inappropriate classroom behaviour <b>Deliberately breaching social distancing</b>	Gestured look to acknowledge inappropriate behaviour  <u><b>Private reminder of classroom/school expectations/rules</b></u>
2	Repetition of Step 1 behaviours Minor challenge to adult/authority Name-calling <b>Repeatedly deliberately breaching social distancing (despite instruction otherwise)</b>	<u><b>Private discussion of classroom/school expectations/rules</b></u>  Moved to a suitable area of the classroom to complete learning
3	Sustained repetition of Step 1 & Step 2 behaviours Leaving the learning area without permission (e.g. classroom) Inappropriate language/swearing <b>Breaching social distancing with intent to threaten or intimidate other pupils (e.g. 'pushing a child and saying 'you've got coronavirus').</b>	Missed play/lunchtime (behaviour discussed / learning catch up)  Teacher to place child in different class / (within the same key Stage) for the remainder of the session.  Internal exclusion
4	Fighting Serious challenge to adult/authority Inappropriate language/swearing (at an adult) Violence/aggression towards staff/children Vandalism/damage of property Targeted/persistent bullying Homophobic/Racist language	SLT / Pastoral Team called via walkie-talkie Internal exclusion (SLT or Class based) SLT/Pastoral involved setting action Class Teacher or SLT to have a conversation with parents (phone call or meeting) Fixed Term exclusion Permanent Exclusion

***Example: Child A has called out twice in their maths lesson. They have had a private reminder by the class teacher, but this has continued. The class teacher has then moved Child A to the front of the class who is now sitting independently, however, Child A continues to turn around and disrupt the learning of others. Child A will now miss their playtime. A restorative conversation would then be had with Child A to resolve and discuss the recent behaviour. If this behaviour is shown after break, the process would move to stage 3 where the child would be placed to work in another class.***

**Early Years & Foundation Stage (EYFS)** use a pictorial behaviour system and are given 'time-out' within their own neighbouring setting. Serious incidents are referred to SLT.

## Rewards

Beccles Primary Academy rewards positive behaviour as we believe that this will develop an ethos of respect and hard work. Rewards should cover the broadest range of academic and non-academic achievements. Praise is the quickest form of reward and should always outnumber any consequences.

We believe that for a rewards system to be effective it should be consistent, immediate and appropriate.

Informal rewards may be in the form of praise; by a simple acknowledgement of the task completed, verbal praise, smiling or non-verbal gestures such as 'thumbs up'.

Formal rewards may involve:

- Stickers
- Dojo Points / House Points
- Star of the day – non-uniform on Monday (Year 6)
- Postcards home
- Whole class reward (e.g. longer play-time)

### **Support for Positive Behaviour**

At Beccles Primary Academy we will promote and reward positive behaviour, both formally and informally. We will take time to discuss the expectations for behaviour and attitudes during lessons and assemblies. Class teachers will identify pupils who need behaviour support and discuss these with the Pastoral & Welfare Lead. Appropriate strategies will be designed to support these children and their effectiveness monitored.

Every classroom/learning environment will promote positive behaviour by displaying our Golden Rules and an age-appropriate visual behaviour system.

The school will promote positive links with parents/carers and encourage them to be involved in all aspects of behaviour management for their children. All families at Beccles Primary Academy are expected to follow the whole school agreement policy.

We will encourage 'student voice' around the issues of behaviour through the Pupil Parliament.

### **Recording and Reporting**

All Step 4 behaviour incidents must be recorded on CPOMS. The Senior Team and Pastoral Lead must be alerted via CPOMS

### **Communication with Parents / Carers**

Parents will be contacted by the class teacher or a member of SLT if needed about any behaviour incident in Step 4. This will normally be on the same day, before 5.00 p.m. During this conversation parents will be informed of the incident and any consequences put in place.

### **Behaviour Support Plans**

If a child's behaviour is causing concern, support for the class teacher will be provided by the Pastoral & Welfare Lead. If this behaviour continues, the Pastoral & Welfare Lead will support the child directly. This could take the form of providing an individual target card for the child or a specific behaviour program linked to PSHE and Well-being. If the behaviour remains inconsistent, a behaviour support plan will be put in place through discussion between the class teacher, Pastoral & Welfare Lead, home and the child.

### **Lunchtime Behaviour**

At Beccles Primary Academy, we have the same high expectations of behaviour at all times. Golden Rules apply throughout the day.

### **Lunchtime Sanctions**

If a child does not follow the behaviour policy during the lunch break the school staff are to apply the following sanctions.

**At all times staff must aim to de-escalate any situation.**

Step	Typical behaviours	Procedure
1	Spoiling games Disrespect towards adults Answering back	Gestured look to acknowledge inappropriate behaviour <b><u>Private reminder of school expectations/rules</u></b>
2	Repetition of step 1 after being spoken to Minor challenges to authority Name-calling Aggressive play	<b><u>Private discussion of school expectations/rules</u></b>  Time out zone (timed- age-appropriate) by the First Aid shed
3	Inappropriate language swearing Repetition of step 2 after being spoken to	Excluded from playtime – time out zone Missed lunchtime (behaviour discussed) Internal Exclusion
4	Fighting Serious challenge to authority Violence towards others Vandalism/Damage to property Taking things without permission Targeted, persistent bullying Homophobic/racist language	Member of SLT / Pastoral Team called SLT / Pastoral Team to speak with parent/career in person or over the phone Internal Exclusion Fixed-term Exclusion

### **Monitoring, Evaluating and Reviewing the Policy**

The effectiveness of the behaviour policy will be reviewed annually in several ways:

- Through staff meetings/discussions
- Classroom observations
- Monitoring of the rewards and behaviour
- Through liaison with the SLT

### **Safeguarding and Positive Handling**

Beccles Primary Academy is not a non-contact school. All members of staff at Beccles Primary Academy are trained in positive handling and aware of the regulations regarding restraint by staff. Regular training is provided on positive handling.

Staff will only intervene physically to positively handle a child to prevent injury to a child/adult, school property or if a child is in danger of hurting themselves. Please read this in conjunction with our 'Positive Handling of Pupils and Restrictive Physical Interventions Policy'.

Whilst decisions to use physical intervention may need to be made quickly they should always take account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing.
- Whether it is essential because pupils are at risk of harm (to themselves or others)

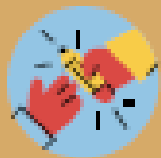
It is therefore expected that physical intervention will only be used in exceptional circumstances.

## **APPENDICES**

- 1. Golden Rules**
- 2. School Behaviour Plan**
- 3. Internal or Fixed Term Exclusion**
- 4. Permanent Exclusion**
- 5. COVID – 19 FAQs**



# Golden Rules



**# 1: Be kind and helpful.**



**# 2: Try your best.**



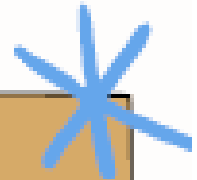
**# 3: Always be honest.**



**# 4: Listen carefully.**



**# 5: Be respectful.**





# School Behaviour Plan

Positive Behaviours	Actions
<ul style="list-style-type: none"> <li>● Polite</li> <li>● Helpful</li> <li>● Patience (waiting your turn)</li> <li>● Following the 'S Code'</li> <li>● Marvellous Manners</li> <li>● Trying your best</li> <li>● Following instructions</li> <li>● Speaking truthfully</li> <li>● Kindness</li> <li>● Respectful towards others</li> <li>● Looking after school property</li> <li>● Following the Golden Rules</li> <li>● Following social distancing rules</li> </ul>	<p>This is a list of the possible rewards you could receive for making positive behaviour choices:</p> <ul style="list-style-type: none"> <li>● Stickers</li> <li>● House Points</li> <li>● Star of The Day</li> <li>● Postcards</li> <li>● Stationary</li> <li>● Longer play time</li> </ul>
Inappropriate Behaviours	Actions
<ul style="list-style-type: none"> <li>● Not following instructions</li> <li>● Calling out during learning</li> <li>● Disrupting the learning of others</li> <li>● Name calling</li> <li>● Answering back</li> <li>● Spoiling games at play/lunch time</li> <li>● Swearing</li> <li>● Leaving the classroom without permission</li> <li>● Fighting</li> <li>● Challenging school staff/adults</li> <li>● Aggression towards staff and children</li> <li>● Bullying</li> <li>● Homophobic and Racist language</li> <li>● Not following social distancing rules</li> </ul>	<p>This is a list of the possible consequences you could receive for making an inappropriate behaviour choice:</p> <ul style="list-style-type: none"> <li>● Moved to a new learning space in the classroom</li> <li>● Missed play time</li> <li>● Missed lunch time</li> <li>● Removed from class</li> <li>● Parents/Career called</li> <li>● Internal Exclusion</li> <li>● Fixed-Term Exclusion</li> <li>● Permanent Exclusion</li> </ul>

## Appendix 3

### Internal or Fixed Term Exclusion

Immediately after the incident:

1. Isolate the student away from others involved in the incident, preferably in Leadership office or THRIVE Room.
2. Notify the Headteacher and Pastoral Lead.
3. Interview all pupils and staff involved, using either a written incident forms or written statements. These should be dated and completed on the same day or as the incident. There should be an individual record of events from each person witness to the incident.

*The following advice is taken from the Witness Statements Preparation Guide, European Human Rights Advocacy Centre, 2008. If an adult is writing down the statement of a student, or them to write their statement, they must avoid using leading questions.*

*Useful questions might include: - When did the incident take place? - Where was the witness at the time and what was he or she doing? - Who was the witness with and what did the witness see? - What did each person say or do?*

*Statements should be factual and in the words of the witness: 'I did this...', and 'I saw...'*

*Statements could also include photos, maps, sketches or diagrams.*

4. Corroborate details of the incidents and secure coherent picture.
5. Consult behaviour records (CPOMS) to check student behaviour profile and previous exclusions.
6. Brief meeting to review incident details and Headteacher will decide if an Internal or Fixed Term exclusion is appropriate.
7. **Internal Exclusion:** child to be excluded from the rest of the school and must work away from their class for a fixed amount of time. Parents to be informed verbally and followed up with a letter on the same day by SLT or Pastoral Team.
8. **Fixed Term Exclusion:** complete relevant exclusion letter notifying parents the reasons for the exclusion; This will include the period of a fixed period exclusion; parents' right to make representations about the exclusion to the governing body and how the student may be involved in this; how any representations should be made to governors, depending on the length of the exclusion. For fixed-term exclusions, re-integration arrangements will also be outlined.
9. Contact parents to arrange for collection of the pupil.
10. Class teacher to provide appropriate work for the student to complete at home. This may be sent home or collected later that day.
11. Record fixed term exclusion on Arbor and CPOMS.

### Pupil return after fixed term exclusion

Beccles Primary Academy will work to put in place a programme for the pupil on their return. This will include input from staff, parents and any other appropriate bodies e.g Social Care, Attendance Service etc. It is hoped that in most cases following a fixed-term exclusion, the child will be able to return to the academy and that further input will promote in a more positive attitude and a subsequent improvement in behaviour.

All pupils returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between the student, parent and academy.

### Exclusion Review Meeting

This will take place on the day of the exclusion and include the following staff:

- Headteacher
- Assistant Headteacher
- SENDCO or Pastoral Lead
- Class teacher

The purpose of this meeting is to:

- Review the exclusion, identifying key escalation points and the level of pupil need.
- Agree on the structure and support the pupil needs when they return to academy as the Reintegration Plan. This will be shared with all staff.
- Agree with the mechanisms for providing continued education through the provision of appropriate work.

### **Reintegration Planning Meeting**

The purpose of the reintegration meeting is to assist the reintegration of the student and promote the improvement of their behaviour.

It provides an opportunity to:

- Emphasise the importance of parents/carers working with the academy to take joint responsibility for their child's behaviour
- Discuss how behaviour issues can be addressed
- Explore wider issues and any circumstance that may be affecting the child's behaviour
- Reach agreement on what measures can be put in place to prevent further incidents, this may include a part-time timetable. The Headteacher will decide if this is appropriate
- Outline the consequences of any further incidents
- Explain the reintegration process

This will take place at 8.30 am on the day of the pupil's return or a convenient time for the parent/carer before re-integration. The meeting will be held by the Headteacher or a senior leader within the academy.

The parent and the pupil will both be present for the meeting so that there is a clear understanding of expectations.

The joint meeting will include:

- Outline of the behaviour issue that led to the exclusion
- Re emphasis of the Beccles Primary Academy Agreement which both the parent and child will be asked to sign.
- Explanation of future consequences.
- Explanation of the reintegration process including the use of the target card and the mechanisms for informing parents of progress.
- Drawing up of a Reintegration Plan.

The child will not be reintegrated until the meeting has taken place.

### **Parent and Headteacher/ SLT meeting.**

This will include further discussion of the surrounding issues and where appropriate involve signposting to support services or raising of a CAF. A Reintegration Plan will be agreed which will include next steps and targets. Whilst we endeavour to involve parents fully in this decision-making process the final responsibility lies with the Headteacher. Where there is disagreement it will be the Headteacher's decision that is final.

## **Appendix 4**

### **Permanent Exclusion**

The decision to exclude a student permanently will only be taken:

- in response to serious or persistent breaches of our Behaviour Policy;
- and where allowing the student to remain in Beccles Primary Academy would seriously harm the education or welfare of the student or others in the academy.

Permanent exclusion will occur in the following events;

- actual or threatened violence against another student or member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon.

Beccles Primary Academy Governors must meet to review the Headteacher's decision to permanently exclude a student. The parents will be invited and should attend that meeting, they can also be accompanied. They can make representations on behalf of their child, challenge the academy's case and ask whatever questions they want. Parents of pupils who have been permanently excluded from Academies can request an officer from the local authority to attend the meeting.

## Appendix 5

### Questions & Answers for parents – planning towards a phased reopening of schools

Do schools have a choice about reopening?

Many of you will have seen a lot of media coverage about other UK nations keeping their schools closed and a large resistance from teaching unions about reopening schools at this time. At the moment schools are being asked to plan to reopen, and many already have. Our Academy Trust has decided that in order to ensure that the opening of our schools is as safe as possible, no school will open before 8th June. School leaders are working hard to undertake rigorous risk assessments to determine if sufficient precautions can be implemented in the event of this planned phased reopening. We need to ensure that the premises are as safe they it can be, and that we have the suitable staffing for working with pupils, as well as looking at new routines and procedures. A decision about whether to open our school will be taken once all of these risk assessments have been completed, and reopening will only take place if the risk assessments indicate that it is safe to do so.

How safe will it be for pupils and staff?

Unfortunately, risks will remain for as long as there continues to be people testing positive in the UK, or until a vaccine is widely available. Our job as school leaders is to take every possible step to minimise risk by implementing the guidance provided from the DfE and our Academy Trust, including social distancing measures where possible, and strict cleaning protocols. The government currently has testing available for teachers and has stated they will extend this to children and family members who display any symptoms.

Does my child have to attend school, and will I get fined if I don't send them to school?

No, attendance is not compulsory for the remainder of this academic year. The DfE announced earlier in the pandemic that fines will not be issued for non-attendance. Therefore, parents must not feel pressured into sending their children back to school. This is a choice for you to make in the best interests of your children and your family.

What is the benefit to my child returning to school this academic year and what level of education will be provided during this time?

Children returning to school will receive education in key areas of learning in order to fill any gaps that may have arisen and help prepare them for their next stage of education. This will primarily be in English (reading, writing, grammar, handwriting) and Maths, and Phonics for younger children. We will also complete well-being work and learning adventure projects in the afternoon. Children will begin to acclimatise back into a routine and interacting with people outside their home which may help with children's emotional wellbeing.

What will the classroom look like?

We will remove soft furnishings where possible. Children will have their own set of equipment to use and tables will be spaced apart in order to support social distancing. In younger years if the teachers use carpet areas, the children will have a dedicated space to sit in. Staff will be encouraged to maintain distance from pupils where possible. We will continue to think very carefully about what resources we use in lessons to aid pupil's learning, and these will all be cleaned daily.

If my child does not attend, what are the arrangements for their education - how will home learning be provided if teachers are now working in classrooms?

Home learning will continue to be provided. There are some teachers who will not be in school and those who are will receive release time from their teaching commitments in order to help support their planning for both classroom work and online work.

My child has an EHCP and usually receives 1:1 support in school; will they receive this if they return?

We will make every reasonable endeavour to ensure that children with 1:1 support continue to receive this. However, we cannot guarantee that support will be received from the member of staff that your child is accustomed to.

Can I withdraw my child at a later date if I feel it is not safe?

As mentioned previously, attendance is not compulsory so parents may remove their child/ren from school during this time if they wish to do so. We would however recommend that you speak with us in the first instance in case there is more we could do to alleviate your concerns. Having said that, the pandemic is an ever-changing situation and there may be circumstances outside of our control that changes the way schools operate.

My Year 6 child has permission to walk to and from school alone. Can this continue?

Yes. As usual, as long as school is aware and has the correct permission slips completed.

Will Breakfast & After School Club be open?

No, our school will only be open for teaching hours.

Will my child be in their usual classroom, with their teacher and friends?

Unfortunately, we cannot guarantee this. The DfE have placed a temporary restriction on class sizes to 15 as a maximum. At Beccles, due to the amount of space available, group size will need to be less than 10. This means that children could be in different classrooms with different teachers and children than they are used to. However, children will remain in their year groups and other factors such as different educational abilities and the children's ability to cope with change will all be taken into account wherever possible. However, it is important to note that for health and safety reasons there will be no consideration given to requests for children to change between 'bubbles'.

How will school manage social distancing?

We must be honest with parents that social distancing amongst primary age children will be difficult to manage, especially with the younger year groups. The government has determined the safest way to achieve this is for each class to become a "bubble" and these children, and the adults working with them, will stay together during the school day. There will be no opportunity for children to mix between class bubbles. Older children, such as those in Year 6, may be able to understand the importance of social distancing better and will be encouraged to keep 2m apart where appropriate.

Will my child need to bring their own pencil case?

No. Parents will be asked to send their child into school with no pencil case and no bookbag. Children should carry their water bottle with them and, if applicable, their lunch box, but have nothing else in hand. This to avoid cross contamination between school and home.

Will the children be expected to wear uniform?

We have made a decision for children to return to school in their own clothes. This is because we realise that they may have outgrown their uniform or not have enough to change daily. All clothes worn to school should be washed daily to reduce the risk of contamination.

Do the children need to wear face masks?

Government guidance states that children should not wear face masks to school.

What will happen if a child in school presents with symptoms of COVID-19?

If staff suspect that a child is presenting with symptoms of COVID-19, the child will be isolated in our medical room and parents will be called immediately to collect them. A member of staff will be allocated to look after this child while they wait for a parent to arrive and this member of staff will be provided with PPE. We will do our best not to alarm the children, but we must ensure safety measures are put in place in these instances.

The government have now announced that children, and their families, will have access to testing from 1st June. We will ask parents in this situation to arrange a test for their child and to keep them at home until they receive their result. If the result is positive all children and adults in that bubble will self-isolate for 14 days.

Will we be told if someone in schools tests positive for COVID-19?

Yes, all parents will be notified. We always have the health and safety of all children at the forefront of our minds and this will allow parents to make decisions for their child with the relevant information.

How will the staff manage to look after my child if they become unwell or have an accident in school?

Our team will continue to look after your children in the usual way. They will comfort and care for children as always. Staff will be provided with PPE for intimate care.

Can parents come into school if we need to?

No, we must limit the number of visitors into school as much as possible. Parents should only come into the school building when it is absolutely necessary and only by appointment. We ask that you continue to communicate with us by email and telephone. If a meeting is required, only one parent should attend, and social distancing measures will need to be applied.

How will pupils know what to expect when they come in on the first day?

School will look and feel very different to what we are all used to, so we must be honest with pupils about what will happen. New rules and changes to daily routines will be discussed with them when they return to school, and pupils will continue to be reminded regularly of these expectations. Parents are encouraged to support us with this by discussing these changes with your child/ren at home prior to their return so that they have some understanding of what to expect.

My child is anxious about returning to school. What can I do to help them?

We recognise that some children are going to adapt well to their return to school and take things in their stride, while others may find this a very hard transition. The emotional wellbeing of our pupils is just as important as their education, so please continue to communicate with us if you have concerns about your child's wellbeing as we prepare to support them to return to school.