



**Behaviour and Discipline
Policy and Procedure
Nov 2021**

Ovingham C of E First School

Through Love, we go Beyond.
1 Corinthians (12-13)



Ovingham CE First School

Ovingham C E First School Behaviour and Discipline Policy

Rationale

Ovingham First School is committed to a policy of inclusion, equality and justice. This is in keeping with our Christian ethos. For pupils identified as having SEND, reasonable adjustments to the application of this policy will be made to recognise their individual needs and behaviours. This policy has been developed in consultation with Governors, staff, pupils (including those children in EYFS) and parents of the school. It is supported by our Aims and Ethos document and complies with Section 89 of the Education and Inspections Act 2006.

This policy is designed to promote good behaviour and self-discipline by using a system of rewards to encourage these qualities in our children. The whole school community is involved in recognising good behaviour and nominating children for rewards. We believe that good behaviour and discipline in our school community are essential to attain the best standards of achievement and enjoyment of school life by all individuals. Our school acknowledges that behaviour can sometimes be the result of educational, social, emotional or mental health needs or vulnerabilities, and sets out how these are addressed with individualised graduated responses. This policy sets out strategies which school may employ in managing disruptive behaviour appropriately to avoid the use of fixed period and permanent exclusions.

We aim to provide an orderly and interesting school environment in which we have high expectations of standards of behaviour required of the pupils whatever their social background, gender or ability.

We believe that immediate acknowledgement of good behaviour and positive reinforcement by praise to peers and parents encourages children to develop good behaviour and self-discipline.

School rules are kept to a minimum, and the reasons why these rules are necessary are explained to the children.

The aims of this policy are:

- To promote an ethos where every child has the opportunity to succeed.
- To develop an understanding in pupils of the difference between right and wrong.
- To encourage a consistent, whole school approach to behaviour management.
- To give clear guidance on the various ways in which pupils can be rewarded by establishing an effective, constructive and positive system of rewards.
- To ensure equal opportunities for all pupils.
- To encourage mutual respect of adults and children.
- To encourage good working relationships between all members of the school community.



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- To encourage an ethos which promotes rights and associated responsibilities.
- To give children the opportunity to be involved in decisions about features of their life at school through membership of a school council.

Key roles and responsibilities

The governing body has overall responsibility for the implementation of this policy and the procedures of Ovingham CE First School.

The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.

Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this policy.

Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Pupils are responsible for their own behaviour both inside school and out in the wider community.

Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to their class teacher.

Definitions

For the purpose of this policy, the school defines 'low level unacceptable behaviour' as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting in class
- Talking when others are speaking
- Swinging on chairs



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- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not being polite
- Deliberately not telling the truth or telling lies
- Not following classroom rules
- Disruption on public and school transport
- Use of mobile phones
- Graffiti

“Low level unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

For the purpose of this policy, the school defines ‘serious unacceptable behaviour’ as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

Training of staff

At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

Teachers and support staff will receive ongoing training as part of their Continued Professional Development.



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All staff will receive training on the common symptoms of Social, Emotional & Mental Health problems, (SEMH), what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

We expect every pupil to be known well by at least one adult and adults should receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Pupil expectations

Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive for lessons/school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Follow and respect British Values.
- Treat everyone equally, with particular regard to the "Protected Characteristics".

Under the Equality Act, there are nine protected characteristics:

- age.
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- Sexual orientation

- Show respect for the school environment.

The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.



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- Work as a team and respect others' views, beliefs and faiths

Rewards

School recognises that good work and behaviour should be rewarded. The school will use the following rewards for displaying good behaviour.

- Stickers
- Visits to Headteacher
- Golden Time
- Golden Book
- House points
- Star of the day/week
- Newsletters
- Sharing and recognition during worship sessions

By adopting a positive approach and recognising good work, effort and behaviour we aim to actively encourage a feeling of self-worth and achievement in all our pupils.

Sanctions

Where pupils display unacceptable behaviour, the school will not hesitate to take appropriate action.

At Ovingham CE First School, teachers have the freedom to impose sanctions as they see fit depending on the behaviour, age and SEND of the pupil. Sanctions are imposed following a graduated approach and are used consistently across classes:

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining why their behaviour is unacceptable (the child will be told they are on a 'one')

- If the pupil does not stop immediately, the teacher will give a second warning (the child will be told they are on a 'two')

- If the pupil continues the behaviour following this, the teacher may issue a sanction (the pupil will be told they have reached a 'three')

- Sanctions will be dependent on the seriousness of the misdemeanour.

- If a pupil is sent to another classroom, misses playtime or receives another sanction, the Headteacher will contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.

- If a pupil misbehaves on the playground, the same process will be followed and the pupil may be sent inside to spend the rest of their playtime/lunchtime indoors, after receiving a final warning.

- Any pupils that are sent indoors will be supervised by an adult at all times.

As a First School, we recognise that some of our young pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.



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Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour. The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to discourage any recurring behaviour.

The school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

- Providing a verbal warning, using the "1,2,3" system, where 1 & 2 are warnings
- Missing minutes from golden time
- Losing playtime/lunchtime
- Using time-outs
- Removing the pupil to another classroom
- Reporting the behaviour to the headteacher
- Phoning or sending a letter home to parents/carers
- Speaking to parents/carers at the end of the school day
- Placing the pupil on an individualised support plan (shared with parents.)
- Contacting external agencies such as Behaviour Support
- Excluding the pupil

Where a pupil is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget.

SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:

Stage 1: Universal support – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.

Stage 2: Selected support – the support and interventions delivered using the school's resources, led by the SENDCO.

Stage 3: Targeted support – the support and interventions for pupils who have more complex and enduring SEMH needs.

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the Headteacher. If this is deemed as serious unacceptable behaviour (as described above,) this is to be recorded by the Headteacher.

The teacher/headteacher will keep a record of all reported incidents using CPOMS.

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.



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Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation in another classroom whilst an investigation by the headteacher takes place.

If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

Behaviour Report Card

Occasionally a pupil may be identified as having a specific behaviour issue and may be put onto a Behaviour Report Card for a short while, with a specific focus to improve upon behaviour and opportunities to gain praise throughout a day. This will be reviewed and amended on a weekly basis until it is deemed no longer necessary.

Members of staff are permitted to use reasonable force in the following circumstances:

- To prevent a pupil committing an offence
- To prevent a pupil injuring themselves or another person
- To prevent damage to property
- To maintain good order and discipline in the classroom

Intervention

All staff will use de-escalation strategies and follow our whole school graduated approach to imposing sanctions, as outlined in 'Sanctions.' However, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury. Teachers have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether this is necessary and always endeavour to ensure a second member of staff is present to witness intervention used. Any instances of physical restraint will be reported to the headteachers and parents will be informed.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can discipline pupils for breaches of the behaviour policy outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.



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- Is in any way identifiable as being a pupil at the school.

Certain types of behaviour can be dealt with by a sanction at any time, these include actions that could

- Disrupts the orderly running of the school.
- Pose a threat to another person.
- May adversely affect the school's reputation.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy. The school will impose the same behaviour sanctions for bullying incidents which are witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

By following the guidance set out in this policy, the whole school community can have a consistent approach to discipline and behaviour issues.

This policy has been prepared by the Headteacher and governors. It will be shared with all staff, governors, pupils and parents for consultation.

Monitoring and review

This policy will be reviewed by the headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Reviewed: November 2021

Signed:

Document Record

Versio n	Reason for Amendments/Update/Review	Date of Adoption by OVINGHAM CE FIRST SCHOOL	Date of next review
1.0	New policy and procedure	May 2019	
1.2	Reviewed and Updated with Coronavirus (COVID-19) Pandemic procedures	May 2020	May 2021
1.3	Update with OFS logo	Dec 2020	
1.4	Reviewed	Nov 2021	Nov 2023



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Appendix 1

Behavioural Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take when phased reopening begins.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

Enforcing new rules

The school ensures that infection control and social distancing rules are communicated effectively to all pupils.

Staff are informed about the measures in place so they can enforce these rules at all times.

The school informs parents of any changes to provision outlined in this policy.

The school expects pupils to uphold these rules at all times, including on school transport, where practicable.

Staff are informed of discipline and rewards in place to aid enforcement of these rules in line with this policy.

Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.

The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

Arrival and departure



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The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.

Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.

The school expects pupils to move immediately to their classrooms after washing their hands upon arrival.

Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

Hygiene and infection control

The school ensures a risk assessment is conducted prior to reopening to more pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.

The school understands that younger children cannot be expected to remain two metres apart from others at all times and takes this into account with regards to discipline and giving rewards.

Younger children should stick to their class groups and avoid mixing as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.

Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:

- Upon arrival at and departure from the school.
- Before and after consuming food.
- After using the toilet.
- After coughing or sneezing.
-

Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.

Pupils are expected to dispose of tissues using the litter bins provided.

Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.

The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.

Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.

Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.



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Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

Social distancing

General

Pupils adhere to the social distancing measures put in place by the school.

Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.

Pupils are expected to:

- Refrain from close contact with people who display symptoms of coronavirus.
- Remain at least two metres apart from other people, where practicable.
- Remain within their assigned groups.

Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

Pupils are placed into classes of no more than 15 pupils and they are not permitted to mix with other pupils outside this class, unless instructed to do so by their class teacher'

Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.

Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

In the canteen

The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place while collecting and eating food.

Pupils are allocated specific time to use the canteen to help adhere to social distancing rules. Pupils do not enter the canteen or dining area unless expressly told to do so by a member of staff.

During sports and exercise activities

The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.

The school does not permit close-contact sports, play or activities at this time.

Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.



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Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

During collective worship

Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.

Moving around the school

The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.

The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.

Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen. Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

Ill health and infection

The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.

Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.

The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

The school premises

Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.



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Breaktime and lunchtime arrangements

The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

Pupils are expected take their breaks and lunchtimes at phased times, within their permitted class groups and only in designated areas.

Pupils are not permitted to gather in groups larger than 15 at a time and must not mix between groups, unless authorised by the member of staff responsible for a given group.

School uniform

The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy.

Parents should ensure that their children attend school in clean uniform each day – parents are advised to avoid sending their child to school in clothing that cannot be machine washed in line with government guidance.

Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.

Where pupils cannot wear the correct uniform, suitable garments must be worn that fulfil the following requirements:

- They are practical for school
- They do not display words, logos or graphics that are considered offensive

Managing the behaviour of remote learners

Pupils who are learning remotely off-site are expected to adhere to this policy and the guidelines below:

- Attend remote classes or group sessions on time.
- Complete the work that has been set and return it on time, to the best of their ability.
- Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
- Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
- Report any issues, including harassment or bullying from their peers, to their teacher.

The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in section 13 of this policy may be in place.

Where discipline must be deferred until the pupil returns to school, the headteacher informs the pupil's parent via letter and the pupil will be disciplined when it is safe to do so.



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Exclusions

All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.

Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.

The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the headteacher liaises with the LA and the pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.

The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.

The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.

Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.

The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

Rewards and discipline

Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with section 10 of this appendix.

Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.

The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.

Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

Close contact behavioural management

Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.



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The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.

Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

Monitoring and review

This appendix is reviewed in reaction to any new government advice by the headteacher.

The date of the next review is 1st September 2020.

Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.



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Appendix 2

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How we behave in school

To keep our school a happy and safe place we will:

1. Respect one another and our school environment.
2. Take responsibility for all the things we need at school.
3. Walk around school in a sensible way.
4. Wear our uniform.
5. Not wear jewellery (including earrings, fancy hair slides and expensive watches).