



# Child Protection and Safeguarding: COVID- 19 Addendum (Primary)



## Contents

Important contacts .....	2
1. Scope and definitions.....	3
2. Core safeguarding principles.....	3
3. Reporting concerns.....	3
4. DSL (and deputy) arrangements.....	3
5. Working with other agencies .....	4
6. Monitoring attendance.....	4
7. Peer-on-peer abuse.....	5
8. Concerns about a staff member or volunteer.....	5
9. Support for children who aren't 'vulnerable' but where we have concerns .....	5
10. Safeguarding for children not attending school.....	5
11. Online safety.....	6
12. Mental health.....	7
13. Staff recruitment, training and induction.....	8
14. Children attending other settings .....	9
15. Monitoring arrangements.....	9
16. Links with other policies.....	9

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## Important contacts

ROLE	HEARSALL	WALSGRAVE HUB	STOCKINGFORD HUB
Designated safeguarding lead (DSL)	Claire Jones	Head on Duty Rob Darling, Damien Sowerby, Beki Moore or Amy Husband	Gill Bowser
Deputy DSL	Katie Smith	Michelle Smith	Bev Phillips
Other contactable DSL(s) and/or deputy DSL(s):	Rob Darling	Margaret Sutherland Luke Harris	Sarah Willmett Jane Sparrow
Designated member of senior leadership team if DSL (and deputy) care not on site	Matthew Thomas Ann Chambers	Amy Husband Matthew Woods Amy Ginger	Lindsay Baines
Headteacher	Claire Jones	Damien Sowerby/ Rob Darling/ Beki Moore	Gill Bowser
Local authority designated officer (LADO)	Mark Goodard 02476 975483	Mark Goodard 02476 975483	Adrian Over 01926 412523
Chair of Governors	Kate Steventon	Don Pendergrast/ Steph Goodwin	Phil Johnston

## **1. Scope and definitions**

This addendum applies during the period of school closure from March 20<sup>th</sup> 2020 and partial reopening from June 8<sup>th</sup> 2020 due to COVID-19, and reflects updated advice from our local safeguarding partner Elizabeth Kent and Coventry and Warwickshire Local Authorities (LA) .

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

The term 'all year groups' in this context for attendance purposes refers to children under 5 eligible for early years entitlements and children and young people aged 5 to 18 (or aged 5 to 25 for children and young people with an EHC plan).

## **2. Core safeguarding principles**

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

## **3. Reporting concerns**

During the partial reopening period, all staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

## **4. DSL (and deputy) arrangements**

All DSL's are on site from Monday 8<sup>th</sup> June 2020. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely or Rob Darling, Head of Education Primary can be contacted on 07730 748254.

We will keep all school staff informed by email each week as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

DSLs will take part in relevant safeguarding training so that they can keep up to date regarding any safeguarding issues.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. They will continue to liaise with the DSL or Deputy DSL during the day or, in the case of illness, Rob Darling (Head of Education Primary).

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

## **5. Working with other agencies**

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our local safeguarding partners
- Family Hubs across the City
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer (LADO) and children's social care, reporting mechanisms, referral thresholds and children in need
- The Virtual Head at Looked After Children's Education Services (LACES)

The advice on the need to attend schools is unequivocally that if young people can be supervised at their home setting, sufficiently safely, they should not attend the educational setting. Please see the following extracts from the Department of Education: [Closures of schools, childcare and other educational settings - Paragraph 1:10, 5.1 & 5.3](#)

All decisions regarding the education of the young person during the suspension of mandatory education must be agreed with the young person's social worker.

## **6. Monitoring attendance**

Children in Years N, R, 1 and 6 are now able to access school provision. This is not compulsory and as such is parental choice. If parents/ carers choose not to send their children back to school, they will not be fined. As some of our children will be attending our schools during this period of school reopening, we will be completing revised attendance registers and following interim attendance procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the partial reopening period doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers via first day calling,
- Home visits where applicable
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance forms and internal attendance sheets to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This will be coordinated by the nominated senior leader in school each day.

- School will ask parents/ carers to advise them of any changes relating to welfare, health (Covid-19 symptoms) and wellbeing in order for staff/ Pastoral Lead to monitor.

## **7. Peer-on-peer abuse**

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately. They should report these to the DSL and/ or Pastoral Manager were concerns arise.

## **8. Concerns about a staff member or volunteer**

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education. Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

## **9. Support for children who aren't 'vulnerable' but where we have concerns**

We have the option to offer places in our schools to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. For example, children who have previously had a social worker, or who haven't met the threshold for a referral but where staff have raised concerns.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

## **10. Safeguarding for children not attending school**

### **10.1 Contact plans**

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

These plans set out:

- How often the school will make contact (Once a week or as required)
- Which staff member(s) will make contact (Pastoral Managers/ Learning Mentor as applicable)
- How they will make contact (School mobile phone)

Where possible/ relevant, we have agreed these plans with children's social care, and will review them each week.

If we can't make contact, we will contact the children's social worker, social care or in emergencies the police.

## 10.2 Safeguarding all children

Staff are aware that this difficult time potentially puts all children at greater risk.

Staff will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

Any safeguarding related teaching will be posted online and / or via newsletters as well as taught in school so all children can access. E.g. teaching of handwashing/ protective behaviour work in small group/ 1:1.

## 10.3 Responding to signs of abuse

Information relating to types of abuse and signs and symptoms of abuse can be found in Inspire Education Trust's main safeguarding and child protection policy and [Working Together to Safeguard Children \(2018\)](#).

All staff and volunteers will continue to be alert to indicators of abuse and will report any concerns to the appropriate member of staff immediately.

If a member of staff, parent/carer or member of the public is concerned about a child's welfare (whether they are attending school or not), they should report it to the designated safeguarding lead as soon as possible. If the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Social Care, where possible there should be a conversation with the Designated Safeguarding Lead via telephone or online video call, if they are working from home. If there is no DSL available, concerns should be reported to Rob Darling (Head of Education, Primary).

If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

If the school is concerned that a child is at risk of significant harm, we will seek advice from Coventry / Warwickshire's Multi-Agency Safeguarding Hub (MASH) and make a referral to this service if necessary. Coventry's MASH continues to be fully functional in terms of its safeguarding responsibilities.

Referrals to the Multi-Agency Safeguarding Hub can and should still be made for children at risk of harm using the online Multi-Agency Referral Form (MARF).

	<b>Coventry</b>	<b>Warwickshire</b>
<b>MASH Telephone number:</b>	02476 788 555	01926 414144
<b>MASH online referral/ email referral address:</b>	<a href="http://www.coventry.gov.uk/safeguardingchildren">http://www.coventry.gov.uk/safeguardingchildren</a>	<a href="mailto:mash@warwickshire.gov.uk">mash@warwickshire.gov.uk</a>
<b>Out of hours Emergency Duty Team:</b>	02476 832 222	01926 886922
<b>Prevent/Channel Referrals:</b>	<a href="mailto:CTU_GATEWAY@west-midlands.pnn.police.uk">CTU_GATEWAY@west-midlands.pnn.police.uk</a>	

The school will continue to receive Operation Encompass reports as long as the police have capacity to offer this service. The school will risk assess each report on a case-by-case basis and continue to operate as usual in response to reports, unless instructed otherwise by the police or Local Authority. This information will be recorded on the child's safeguarding and child protection record as usual. This is constantly under review and the school is being regularly updated on any changes by the local Operation Encompass Coordinator.

All services are under increased pressure during this period of emergency. However, the school recognises that safeguarding continues to be of paramount importance and will work with other agencies in order to ensure children are safe. If a child's situation does not appear to be improving following a referral, the school may re- refer the child. We will also consider using the [Coventry Safeguarding Children Partnership's Escalation and Resolution of Professional Disagreements policy](#) to ensure that our concerns have been addressed and that the situation improves for the child.

## **11. Online safety**

### **11.1 In school**

We will continue to have appropriate filtering and monitoring systems in place in our schools.

We have a large amount of IT support across the Trust, with a number working remotely as they are classed as 'vulnerable'. As a result of this way of working, someone will be on hand each day whilst childcare provision is operating at our schools.

### **11.2 Outside school**

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy. We have also put together a briefing note for use of Class Dojo (Appendix C)

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### **11.3 Working with parents and carers**

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online
- Have access to safe and secure online media tools (such as school website and class dojo) for the publishing of home-learning information
- Understand that no live video conversations will take place between school professionals and pupils or parents.
- Have access (via school telephone number) to professionals who can support them in the set-up of online learning platforms, such as Class Dojo, and can guide them through installation instructions.

## **12. Record-keeping**

A written record of all safeguarding and/or child protection concerns, discussions and decisions made will continue to be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

8.2 *All Inspire primary schools* keep all safeguarding files electronically, using a system called CPOMs. Rob Darling (Head of Education, Primary) and Michelle Smith (Trust Pastoral Manager) can also access all school's CPOMs folders remotely, as and when needed.

## **13. Mental health**

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Whilst Pastoral Managers are checking in with vulnerable families, they may also talk to children to see how they are doing.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

## **13. Staff recruitment, training and induction**

### **13.1 Recruiting new staff and volunteers**

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

### **13.2 Staff 'on loan' from other schools**

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. Hub DSL Leads and Office Managers will coordinate this in collaboration with Rob Darling (Head of Education Primary).

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

### **13.3 Safeguarding induction and training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements. New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

### **13.4 Keeping records of who's on site**

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date. We

will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

## **14. Children attending other settings**

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

## **15. Monitoring arrangements**

This policy will be reviewed as guidance from our local safeguarding partners, the LA or DfE is updated, and as a minimum of every 3-4 weeks by Rob Darling (Head of Education, Primary). At every review, it will be approved by the Board of Directors virtually.

## **16. Links with other policies and other key documents**

This policy links to the following policies and procedures:

- Child protection policy
- Staff behaviour policy/code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Whistle-blowing policy
- Anti-bullying policy
  
- Reopening Risk Assessment
- Enhanced Cleaning Schedule
- Behaviour Addendum
- Attendance Addendum

**\*Where Rob Darling is unavailable to be contacted due to illness, all safeguarding matters are to be referred to Lois Whitehouse (CEO - Inspire Education Trust)\***

**Date of approval and update : July 1<sup>st</sup> 2020**

**Signature: Rob Darling**

**Head of Education, Primary**

**Signature: Chair of Board of Directors**

**Renewal Date: Every 3 - 4 weeks during COVID-19 period**

**Appendix A - Process for reporting safeguarding and child protection concerns -  
Coventry Academies**

**Reporting concerns about a child**

**Offsite Concerns**

Inform DSL for individual school

**Onsite Concerns**

Inform DSL onsite  
Then inform DSL for individual school

**Contact MASH**

**02476788555**

**Option 1 - Existing Cases**

**Option 2 - Advice from Social Worker**

**Option 3 - Make referral**

**Option 4 - Other enquiry**

**SEND A MARF (Multi Agency Referral form)**

**OR CONTACT FOR ADVICE**

**Charlotte Hegarty**

**Education Representative - Mash**

**Direct Line - 07720063104**

**Charlotte.Hegarty@coventry.gov.uk**

Log concern on cpoms

No access to cpoms - inform  
DSL's to add onto cpoms

**Rob Darling, Head of Primary - 07730748254**

**Walsgrave CE Academy**

Damien Sowerby - 07787740546

Michelle Smith - 07803583871

**Clifford Bridge Academy**

Madeleine Morgan - 07772656942

Beki Moore - 07956435552

Margaret Sutherland - 07889206523

**Whittle Academy**

Rob Darling - 07730748254

Amy Husband - 07748157807

Luke Harris - 07889206514

**Hearsall Academy**

Claire Jones - 07889217936

Katie Smith - 07889206516

**Appendix B - Process for reporting safeguarding and child protection concerns -  
Warwickshire Academy**

**Reporting concerns about a child**

**Offsite Concerns**

Inform DSL for individual school

**Onsite Concerns**

Inform DSL onsite  
Then inform DSL for individual school

**Contact MASH**

01926414144

Option 1 - Named worker/Early Help/FSW

Option 2 - If returning a call to the MASH

Option 3 - Safeguarding concern regarding an adult/child

Option 4 - Other enquiries

**OR CONTACT FOR ADVICE**

**Adrian Over**

**Warwickshire Safeguarding Officer**

**07966224286**

Log concern on cpoms

No access to cpoms - inform  
DSL's to add onto cpoms

**Rob Darling, Head of Primary - 07730748254**

**Stockingford Academy**

Gill Bowser - 07732604463

Lindsay Banes - 07725300744

Beverley Phillips - 07936913175

Sarah Willmetts - 07932845121

Jane Sparrow - 07708490384

## **Appendix C - Home Learning Children & Online Safety Away From School Guidance for Staff - April 2020**

This briefing note is to ensure appropriate communication, via Class Dojo, between home and school.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching/ use of Class Dojo should follow the same principles as set out in the Trust code of conduct.

- ✓ All Class Dojo accounts are linked to school/ Trust email addresses.
- ✓ Expectations around the frequency of home/ school communication set. Two pieces of teacher feedback, for children who have uploaded work and/or posted any queries will be added each week. There is no specific part of the week this should be completed, so this can be responsive to children's postings, but it should be within the normal working day of 8:30am – 4:00pm.
- ✓ One additional class teacher posting each week. This might be the teacher reading a story, a class challenge or a link to a news article or particular event happening around the country – e.g.Easter.
- ✓ Guidance given on appropriate length and tone of responses in Home Learning Expectation (25.3.20)

Below are some things to consider when recording video-clips, especially where webcams are involved:

- ✓ No live streaming.
- ✓ Staff and children must wear suitable clothing, as should anyone else in the household.
- ✓ Any computers used should be in appropriate areas, for example, not in Bedrooms.
- ✓ Language must be professional and appropriate, including any family members in the background.
- ✓ Staff must only use platforms provided by Inspire Education Trust to communicate with pupils.
- ❖ Concerns around pupil or parent home / school communication should be sent to individual Headteacher during the next working day.

**Rob Darling – 30.3.20 – In line with updated DfE Safeguarding information published on 27.3.20**

## Appendix D – Online Safety Resources

### Support for schools implementing remote learning

- <https://swgfl.org.uk/resources/safe-remote-learning/>

### Support for professionals when using videos and/or live streaming

- <https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf>

### Support for children and parents

- Childline – [www.childline.org.uk](http://www.childline.org.uk)
- UK Safer Internet Centre to report and remove harmful online content – [www.reportharmfulcontent.com](http://www.reportharmfulcontent.com)
- CEOP (to make a report about online abuse) – [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)
- Internet Matters (for support for parents and carers to keep their children safe online – [www.internetmatters.org](http://www.internetmatters.org)
- London Grid for Learning (for support for parents and carers to keep their children safe online) – [www.lgfl.net/online-safety/](http://www.lgfl.net/online-safety/)
- Net-aware (support for parents and carers from the NSPCC) – [www.net-aware.org.uk](http://www.net-aware.org.uk)
- Parent info (for support for parents and carers to keep their children safe online) – [www.parentinfo.org](http://www.parentinfo.org)
- Thinkuknow (advice from the National Crime Agency to stay safe online) – [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)
- UK Safer Internet Centre (advice for parents and carers) – <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

## **Appendix E – Mental Health Support for Children and Families**

The Government has produced a guidance document with suggestions for managing mental health and wellbeing during this time. Information can be found here:

<https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19#where-to-get-further-support>

## Appendix F: Principles for staff

1. Do not come to work if you have coronavirus (COVID-19) symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible. You can do this by visiting the [NHS website to ask for a test](#) or calling the NHS on 119 if you do not have internet access.
2. Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationery).
10. Keep your classroom door and windows open if possible for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

## Appendix G: Behaviour principles

In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.

Areas schools may wish to add to their behaviour policy are:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus (COVID-19)
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate

Identify any reasonable adjustments that need to be made for students with more challenging behaviour.