

CURRICULUM 2021 – 2022

Curriculum vision: The curriculum here at St Mary's Church of England Junior School is an avenue for discovery and knowledge of the wider world. We will use clear purpose, audience, engagement, interaction and oracy to drive learning of a wider curriculum with an outcome of 'showing what we know' - a display of knowledge and celebration of learning through high aspirations, courage, resilience, positive relationships and God's love.

Autumn Term Calendar

<u>Week commencing</u>	<u>Mission and values/ Christian Distinctiveness</u>	<u>Coverage</u>	<u>Area of enquiry</u>	<u>Show What We Know about...</u>
6 th September		<u>History and Geography</u> Transition weeks	<u>We are Humanitarians and world explorers</u> – How do we relate?	Links to class names and embracing diversity – teaching others about your city and country
13 th September 20 th September 27 th September	Courage	<u>History/ Geography</u> Year 3 – UK Settlement and land use Year 4 Roman invasions Year 5 Anglo-Saxons and Scots Year 6 Ancient Egyptians	<u>We are Humanitarians</u> -Is all change progress?	A museum of artifacts and debates about 'progress.'
4 th October 11 th October		<u>Science</u> Year 3 Skeletons and Muscles Year 4 Teeth and Digestion Year 5 Earth and Space Year 6 – Light and perception	<u>We are Scientists</u> – On earth and beyond Child-led enquiry	Creating a science fair of extraordinary experiments



18 th October (Half term homework project) 1 st November	Resilience	<u>Reading</u> We love reading - celebrating the global history of storytelling <u>-Let us tell you a story...</u>	<u>We are Storytellers –</u> From one culture to another How have different cultures shared stories over the years?	Using a variety of traditional storytelling methods to present to the rest of the school
8 th November 15 th November		<u>History/Geography</u> Year 3 – Stone, Bronze and Iron ages Year 4 – Roman Britain Year 5 – Vikings Year 6 – Global Challenges	<u>We are Humanitarians –</u> How can society learn from the past?	Virtual gameshows and online quizzes
22 nd November 29 th November		<u>Science</u> Year 3 – Rocks and Fossils Year 4 – States of matter Year 5 – Forces Year 6 – Classification	<u>We are Scientists</u> - (Crucial discoveries)	A journey of crucial discoveries (display boards)
6 th December 13 th December		<u>Religious Education and Music</u> Virtual Christmas productions Christmas Around the World -Let's celebrate together	<u>We are Humanitarians –</u> (Connecting with others through religion, beliefs and culture)	Is Christmas celebrated around the world? How is it the same/different? If not, then what? Embracing diversity.

*Please note that music, RE, MFL, and PSHE will continue to be taught weekly.



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Spring Term Calendar

<u>Week commencing</u>	<u>Mission and values/ Christian Distinctiveness</u>	<u>Coverage</u>	<u>Area of enquiry</u>	<u>Show What We Know about...</u>
6th January <i>(2 days)</i> 10th January 17th January	Raising aspirations	<u>Geography and History</u> Year 3 – Europe including case study Year 4 – Amazon – rainforests and rivers Year 5 – Asia: Mountains, Volcanoes and Earthquakes Year 6 – Conflict and resolution	<u>We are Humanitarians – Resilient explorers</u>	TBC by Geography and History leads
24th January 31st January		<u>Science</u> Year 3 – Light and Shadows Year 4 – Classification and environments Year 5 – Materials (properties and changes) Year 6 – Evolution and Inheritance	<u>We are Scientists – Making connections</u>	TBC by Science leads
7th February <i>(half term homework project)</i> 21st February		<u>Art</u> Studying a range of artists throughout the world and ages	<u>We are Artists – Inspiring future generations</u>	TBC by Art leads



<p>28th February 7th March</p>	<p><i>God's Love</i></p>	<p><u>Reading</u></p> <p>We love reading- celebrating our joy for reading and... books, glorious books! Activities, competitions and World Book Day</p>	<p><u>We are Readers - Spreading the magic of books</u></p>	<p>TBC by English leads</p>
<p>14th March 21st March 28th March</p>		<p><u>Computing and DT</u></p>	<p><u>We are Technicians – Creating solutions for the future</u></p>	<p>TBC by computing and DT leads</p>

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Summer Term Calendar

<u>Week commencing</u>	<u>Mission and values/Christian Distinctiveness</u>	<u>Coverage</u>	<u>Area of enquiry</u>	<u>Show What We Know about...</u>
19 th April 25 th April	Love for learning	<u>Science</u> Year 3 – Plants – need for survival Year 4 – sound Year 5 – Life cycles Year 6 – Electricity	<u>We are Scientists –</u> Is it vital for survival?	TBC by Science leads
3 rd May 9 th May 16 th May		<u>History and Geography</u> Year 3 – Climate zones and biomes Year 4 – Maya civilization Year 5 – Baghdad and the Middle East Year 6 – Mapping the World	<u>We are Humanitarians –</u> Becoming global citizens	TBC by History and Geography leads
23 rd May		<u>RSE</u> Journaling as we learn to understand and develop healthy relationships	<u>We are A Kind Community –</u> Looking after ourselves and others	TBC by RSE leads
6 th June 13 th June		<u>Science</u> Year 3 - Forces and magnets Year 4 - Electricity Year 5 - Growing old Year 6 - Circulation and lifestyle	<u>We are Scientists –</u> Can we create energy?	TBC by Science leads



20 th June 27 th June	Positive relationships	<u>Geography/ History</u> Year 3 - Ancient Greeks Year 4 - USA Year 5 - Victorians Year 6 - Making our Mark	<u>We are Humanitarians –</u> Significant times and places	TBC by History and Geography leads
21 st June 28 th June		<u>PE & Food Tech</u> A close study of physically and mentally healthy lifestyles	<u>We are Athletes and Chefs –</u> A dedicated team	- Sports Days - Parent and child picnic
4 th July 11 th July		<i>Cross-curricular SWWK</i>	We are Tourists - Taking a trip around the world	TBC by History and Geography leads
18 th July		<i>Transition for 2022-2023</i>		

*Please note that music, RE, MFL, and PSHE will continue to be taught weekly.



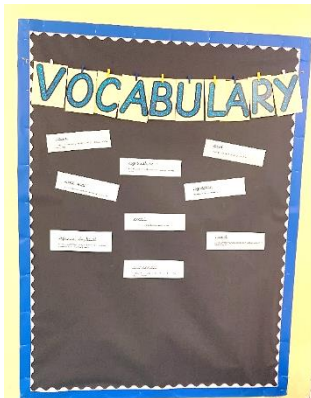
DISPLAY EXPECTATIONS

Classroom expectations:

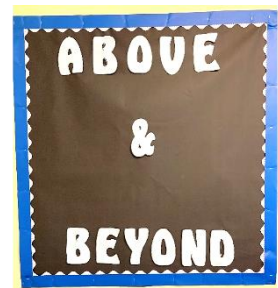
- All display boards will be backed with black, no-fade display paper and a blue/yellow and white border trim.
- Displays need to include:
 - A Talk for Writing washing line (as close as possible to the front of the class, where every child can see it from their seated position)



- A Maths working wall (again, at the front of the class). This should include the headings: Vocabulary, Representation, Method and Reasoning/Example (see example).



- An Above and Beyond behaviour board (located at the sides of the classroom).



- A vocabulary board (at the sides of the classroom). Please ensure that whilst the definitions do not need to be seen across the room, the actual vocabulary terminology to be used should be visible from every child position.

- A board to celebrate and educate on your class city (this can be at the sides or back of the room).



- If you require a class noticeboard, with information such as the lunch menu and timetables, this should be located last and at the back of the room. This will allow you to use the most visible spaces for displays for the children, and then use remaining space for additional documents.



Hallway expectations:

- Hallway displays will be used to celebrate and show off completed work. This is an opportunity for classes to be creative in how work is displayed, such as including 3D elements and QR codes.
- Hallway displays will have a **blue or yellow background** with a border colour that suits the display.
- These displays will include a plaque or label that explains who has created, to celebrate the hard work of the staff member (for example, 'Year 6 display, presented by Mrs Elvin').

Intervention room expectations:

- Due to their small size, please keep intervention room walls (excluding the Armstrong room) as clear as possible. One display board or washing line will be more than enough to display key information but keep a calm feel to the room.
- Classroom display expectations apply.



Y3, 4 and 5 ASSESSMENT SCHEDULE

Paper	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
OCTOBER ASSESSMENT PiXL AUTUMN 2021	11 th October 2021	Thursday 21 October 2021	Wednesday 3 November 2021
Writing Assessment	Autumn Term	PA deadline Friday 19 th November 2021	
FEBRUARY ASSESSMENT PiXL SPRING 2022	7 th February 2022	Thursday 3 March 2022	Wednesday 9 March 2022
Writing Assessment	Spring Term	PA deadline Friday 11 th March 2021	
JUNE ASSESSMENT PiXL SUMMER 2022	16 May 2022	Thursday 30 June 2022	Wednesday 6 July 2022
Year 4 multiplication tables check (link)	within period from Monday 6 June 2022 to Friday 24 th June	DfE deadline for ALL Year 4 children Friday 24 th June	
Writing Assessment	Summer Term	PA deadline Friday 24 th June 2022	

Y6 ASSESSMENT SCHEDULE

Paper	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
OCTOBER ASSESSMENT PiXL AUTUMN 2021 Prior SATS paper	11 th October 2021	Thursday 21 October 2021	Wednesday 3 November 2021
Writing Assessment	Autumn Term	PA deadline Friday 19 th November 2021	
FEBRUARY ASSESSMENT PiXL SPRING 2022 Prior SATS paper	7 th February 2021	Thursday 3 March 2022	Wednesday 9 March 2022
Writing Assessment	Spring Term	PA deadline Friday 11 th March 2021	
2022 KS2 SATS SPAG, Reading & Maths	9 th – 12 th May SATS week	Thursday 30 June 2022	Wednesday 6 July 2022
Writing Assessment	Summer Term	PA deadline Friday 24 th June 2022	



LEARNING AND FEEDBACK POLICY

1. *Presentation in books is of a high standard.*

- a) Handwriting is neat and follows school's handwriting policy.
- b) Children ***leave a line*** when starting a new paragraph.
- c) One digit or symbol is written in any one square and rulers are used consistently.

2. *Learning and progress are clearly evident.*

- a) **Progress is seen in every lesson and over a unit/ topic.**
- b) **Progress is seen over time.**

3. *Feedback ALWAYS aids progress.*

- a) **All adults** give IMMEDIATE feedback AND NEXT STEPS in children's books. These must push progress in learning and make reference to the **Learning Objectives** or '**Success criteria.**' (*The only exceptions to retrospective marking are writing assessments, cold tasks and long, independent writing*). SC must always be visible at either the front of the room or on the child's page.
- b) Work is given a **next step** in green pen and **children respond** to ALL next steps, both verbal or written, in purple pen.
- c) Children respond to spelling corrections by writing the word correctly three-times each underneath the teacher's example in the margin (no more than three spelling words within marked piece).
- d) Children respond to feedback, peer assessment and self-assessment accurately.



HOMEWORK, SPELLING and TIMESTABLES

Homework is important as it reinforces and extends the teaching and learning that occurs during the day and/or week. Most importantly however, homework is a useful tool for gauging parental engagement, as well as for keeping parents informed of what their children are currently learning. Where possible, please include additional guidance for parents, remembering that curriculum pedagogy and processes are different than when they were in school.

Homework is given out on weekly basis, every Friday **via Google Classroom**. Homework must include spelling and times tables practice, as well as a week's worth of reading books/resources.

- **Homework expectations:**
 - Homework and notices must be recorded in the child's diary weekly. This diary will also serve as the child's reading record and form of communication with parents.
 - Homework is given out every Friday and must consist of spelling, times tables practice, daily reading practice and one project-based piece of homework per topic. This will ensure a consistency of approach throughout the school.
 - Homework must aid progression towards independence and individual responsibility.
 - The needs of the individual are considered, ensuring high expectations for all.
 - Teachers are to ensure that parents/carers understand our expectations of them and they know how to help their children at home with their learning.
 - Encourage children to develop long term strategies for future needs.
 - Prepare Year Six children for their secondary phase of education.
 - Times tables practice every day to increase fluency via paper copy or TT Rock Stars.
 - ALL CHILDREN SHOULD BE PROVIDED WITH ALL LOGIN DETAILS, SENT HOME WITH CHILDREN IN THE FIRST WEEK BACK IN SEPTEMBER: **TT Rockstars, Accelerated Reader/Myon, Google Classroom, etc**
- **In class practice of skills:**
 - Weekly timetables assessments
 - Spelling given out to students on Friday will be practiced with students throughout the week in morning spelling activities in the following order:

Monday	Tuesday	Wednesday	Thursday	Friday
1. Copy and learn.	2. Unscramble the spelling words.	3. Write a definition, <u>in your own words</u> .	4. Put into context.	1. Test 2. New spelling given out in form of homework.



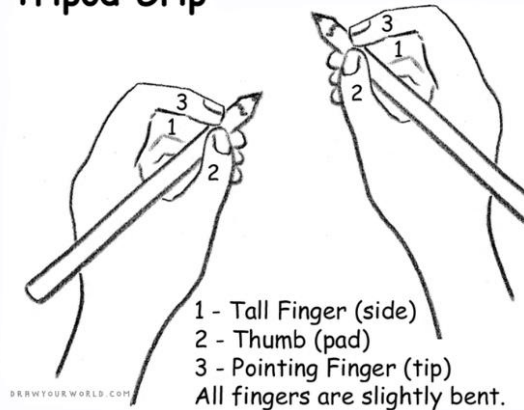
Handwriting

All adults of St Mary's Church of England Junior School must teach and model the correct pencil grip and offer fine motor skills interventions to address pencil/pen grip issues.

CORRECT PENCIL GRASP



Tripod Grip



Wrong Pencil Grasp



Staff should use 'XCCW Joined...' fonts to support modelling and teaching of handwriting. These can be found on all school devices in the font pull down tool.

The 'CCW cursive...' fonts will assist children transitioning to joined handwriting.
Pencil grip and practice are key.



A B C D E F G H I J K L

M N O P Q R S T U V W X Y Z

i l u r w x t y e

a c d o g q s z

n m h r b k p j f

St Mary's Church of England

Junior School

handwriting font

A B C D E F G H I J K L

M N O P Q R S T U V W X Y Z

i l u r w x t y e

a c d o g q s z

n m h r b k p j f

St Mary's Church of England

Junior School

handwriting font



Behaviour expectations and processes:

Start and end of day and during fire drills:

We are beginning the process of returning gradually to our 'normal' entry and exit routines so we appreciate your understanding as we transition. Ultimately, we look forward to eventually welcoming parents back onto the playgrounds, but unfortunately, we are not at this stage as we continue a bit longer with some precautionary measures.

Years 3 and 4 will both enter and exit school via the gates closest to the car park.

Years 5 and 6 will both enter and exit school via the gates closest the bike shed.

Start of school day procedures

Gates will open at 8:35am, where children will walk directly to their classroom. Children should be familiar with this process and there will be staff available to help and reassure them too.

- There will be School Senior Leaders, the school's Pastoral Lead/Family Support Advisor, and/or other school staff on the gates to meet and greet parents/carers and children.
- Further staff will be in place across our school grounds in order to direct children to their classrooms.

Behaviour expectations

- The class teacher should be at the door to meet and greet every child as they enter the classroom.
 - Find out how they are, check in, ask what they've been up to – whatever it is, make it personal.
- 'Show me that you are ready to learn'
 - Walk silently through class.
 - Put coats/bags on pegs swiftly and neatly, leaving nothing on the floors. There should be an adult monitoring this area to ensure a swift and tidy process.
 - Children to silently re-enter class, proceeding to handwriting and/or spelling activities in class.
 - ***If student's behaviour is not good enough to enter the school, please rehearse and practice immediately. Children should enter the classroom ready to learn.***

End of school day procedures

- Classes will be lined up for dismissal at their appropriate gates at 3:10pm for dismissal from approximately 3:10 to 3:15. Teachers/ HLTAs will dismiss children from the gate.
- Teachers will dismiss students who walk home alone from their lines **first**. Parents/carers have been asked to ensure that class teacher or the school office are made aware if they



would like their child(ren) to walk home, or if there is any change to their normal arrangements.

- As teachers/HLTAs will be at the gates dismissing children, if parents wish to speak to you briefly face to face (we ask that you wear a mask or visor for the time being), we kindly ask that they wait until all students are dismissed. If they require a longer meeting, parents/carers have been asked to please make an appointment.

FIRE ALARMS

PRACTICE THIS WITH YOUR CLASS

**2 lines per class to ensure appropriate spacing is accounted for*

Leisure centre											
5 Beijing		5 Mumbai		6 Cape Town		6 Casablanca		4 Merida		4 New Orleans	
										3 Athens	
										3 Rome	



Assembly expectations and procedures

Collective Worship			
Day	Time	Theme	Leading
Monday	9:10- 9:30	Vision and Values	SLT rota
Tuesday	9:10- 9:30	Worship and singing assembly	SLT/Ben/CTs
Wednesday	9:10 – 9:30	Open the Book	Danni / OtB
Thursday	9:10- 9:30	Class assembly – values in line with world affairs, linked to class city, or well-being based on class needs	Class teachers
Friday	9:10- 9:30	Collective Celebration	SLT rota

Year groups will alternate weekly in the Globe, with the opposite year groups watching and participating through classroom Teams links. Year 3 and 4 together and Years 5 and 6 together.

The following is applicable to those coming to 'The Globe,' but should form the basis for managing expectations for classes remaining in their classrooms as well:

- **Adult's expectations**
 - All classes to be seated in the hall for a prompt 9:10am start.
 - If a class is running late, please do not enter as this will disturb the assembly.
 - All members of class staff to be present during assemblies and sit on parallel sides of the hall.
 - If members of staff are handing out certificates, please come to the front of the hall.
 - Adults to join in with assembly activities.
- **Behaviour expectations**
 - Pupils to sit in register order (unless discussed with SLT).
 - All behaviour procedures to be exercised appropriately during whole school assemblies.
 - When classes are ready to be dismissed, the person who leads the assembly will dismiss one class at a time based on meeting expectations.
 - Teachers should get classes ready using:
 - 1 (sit up straight), 2 (stand up), 3 (turn to face where you will be going), pointing with 3 fingers (off we go).
 - Children will leave the hall silently with accompanying music and in single file.



Behaviour expectations and procedures

**Please see behaviour appendices*

GOLDEN RULES	VISIBLE CONSISTENCIES
<p>In St Mary's we are...</p> <ul style="list-style-type: none"> • Ready to learn • Respectful • Safe <p>Discuss these and practice each of our golden rules, to ensure a clear and consistent understanding of what each of these look like.</p> <p>These should ALL be embedded in class, in assembly, in PE, whilst walking around the school, on the playground, lining up, etc.</p>	<ol style="list-style-type: none"> 1. 30 second check in (visual display or verbal reminder) 2. 5 4 3- Stop 2- Look 1- Listen 3. Greeting at the door at the beginning of the day. 4. Walking on the left, smooth transitions eg. 1,2,3 lining up. 5. Wait for 100 %
ABOVE AND BEYOND RECOGNITIONS	SANCTIONS
<p>Above and beyond display in each class.</p> <ol style="list-style-type: none"> 1. Teacher's to praise students daily for their above and beyond behaviour relating to school's rules (above and beyond board should be cleared for a fresh start every day. Children need to be told what they are getting above and beyond for specifically – this will encourage more of the same behaviours.) 2. Above and beyond behaviours will be reported to teachers via MSAs, support staff or via email. 3. Stars of the week given out to an outstanding pupil during Friday's celebration assembly. This should always be linked to school's mission and value of the term. Names and reasons should be provided to Andrea by 3pm Thursday. 4. House points should be given out for academic achievements and great progress in learning. 5. Hot chocolate celebrations will commence as soon as possible with a member of the SLT, but they will take place bi-weekly and in year groups (3&4, 5&6). 	<ol style="list-style-type: none"> 1. First remind child of the Golden Rule applicable 2. Then remind 1:1 privately for no more than 30seconds of what that rule looks like (elicit response is best tack here) 3. Give a private 2nd verbal reminder of the Golden Rule you expect to see through the micro-script: <ol style="list-style-type: none"> a) <u>ANCHOR</u> - "Do you remember when (example of when they followed expectations)..." b) <u>REMINDER OF EXPECTATIONS (linking to specific golden rule)</u>- "I expect..." c) <u>CLOSE</u> - "Thank you." (Now give them time to choose to self-regulate) d) If behavior is not corrected, then 'Time-out' (in their own class) for reflection and a further opportunity to correct their behaviour. <ul style="list-style-type: none"> • If behaviour continues, follow up with a suitable consequence. This should be linked to the specific behaviour. • If significant learning is missed, children can be kept in for some time during break/lunch to 'make up their learning time missed.' • If persistent, please get a colleague, Pastoral Team or SLT for support. • Incidents involving extreme verbal abuse or physical abuse will result in loss of lunchtime, either the same day or a subsequent day. If lunchtime is lost, parents must be informed by telephone or email detailing the incident and sanctions. SLT must be informed of any homophobic or racist behaviour. • A PSP (Pastoral Support Plan) will need to be implemented if undesirable behaviour is reoccurring. **Parents must be informed of ongoing behaviour before a PSP can be issued.



Behaviour procedures

CONSISTENT SCHOOL ENVIRONMENT

- **We walk on the left**, making eye contact when ten steps away and speaking at two steps away.
- Children are met by the teacher with a **greeting** every morning and afternoon as they enter the classroom.
- Adults consistently use **signals for silence**, such as: a hand in the air and wait; a clapped rhythm; standing silently.
- Adults consistently use strategies to get student's attention: 30 s check in; 5,4,3,2,1 countdown; Wait for 100%.
- The first **behaviours drawn** attention to by adults are always positive.
- The **Golden Rules** of ('*We are ready to learn*,' '*We are respectful*,' '*We are safe*') are displayed clearly for all to see.
- **Praise boards** are used to reinforce above and beyond behaviours within the Golden Rules.

STRATEGIES

- Ensure learning activities **meet the needs** of all children.
- Children are **seated/grouped** to maximise behaviours for learning.
- **Position** yourself around the room, standing near particular children.
- **SELECTIVELY ignore** low-level behaviours which are intended to gain your attention.
- **Praise the majority** for specific above and beyond behaviours.
- Use **silent gestures** such as eye-contact, touch the child's table, remove 'fiddles.'
- De-escalate through **distraction**.
- **Verbal reminder** to individual child, of the Golden Rule you expect to see.

STEPPED SANCTIONS

- Give a **private 2nd verbal reminder** of the Golden Rule you expect to see through **micro-script...**
- ...**ANCHOR** - "**Do you remember** this morning, when I praised you for working hard in English. You were quiet and focused on your learning."
- ...**REMINDER OF EXPECTATIONS** - "**I expect** you to work on your maths in the same way. Focused and working quietly on your learning because at St Mary's, we are always ready to learn."
- ...**CLOSE** - "**Thank you.**" Walk away and give the child time to choose the correct behaviour (eg. 30 sec to get back to work).
- If behaviour is not corrected, give the child a '**Time-out**' (in their own class) for reflection and a further opportunity to correct behaviour. **Children may NOT have timeout in another class at this time.**
- Call SLT with post it note with only the room where additional support is needed (eg '5 King Junior')



Guidance to Support Positive Behaviour

Supporting pupils returning to school (COVID-19)

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For further support please contact:

The Inclusion Team – inclusionteam@norfolk.gov.uk or call the Inclusion Helpline on 01603 307736.



Introduction

The purpose of this guidance is to help school leaders reflect on changes to their behaviour policy ahead of the wider opening of schools from the 1st June, in accordance with DfE policy. It has been produced by Inclusion Advisers, the Norfolk STEPs team and the Norfolk Health, Safety and Well-Being Team and it reflects current guidance from the DfE and Public Health.

It complements the wider safety measures schools are implementing and is in line with the Public Health message which promotes a risk-based approach and acknowledges that settings need to strategically plan and respond in a way appropriate to their context.

This guidance seeks to provide clarity between behaviours that may need managing differently due to Public Health advice, and those which do not. It assumes planning for pupils will be informed by whole school, and where appropriate, pupil specific risk assessments.

Please note: Schools must follow the [Compliance code for all educational settings - recovery plan phase 2](#) and [risk assessment](#) in order to ensure that they are stringently following all required control measures. These combined measures reduce the risk associated with infection transmission, including those that are associated with close contact.

Increased risks must be assessed where staff have underlying health conditions outlined in [your health and your safety when working in educational settings](#) and pupils have underlying health conditions as detailed in the compliance code.

Supporting the behaviour of pupils returning from long term absence

Pupils make positive choices when they feel safe and valued; calmly and consistently communicating clear and reasonable expectations, together with the structure of the school day, is key to achieving this.

When reviewing their behaviour policy (as described in the COVID-19 Compliance Code for all educational settings), school leaders are encouraged to reflect upon what works well and to continue to draw upon these strategies – particularly when managing behaviours which do not require a different approach due to COVID-19. By drawing upon what works for pupils and basing decisions in child / pupil centred approaches and de-escalation strategies pupils have the best chance of returning to schools successfully. It is important that when school leaders review their behaviour policy, they are not drawn into creating a list of sanctions for specific behaviours but rather ensure that any changes reflect their commitment to a personalised risk led approach.

New routines will need to be taught and modelled for younger pupils and particular consideration will need to be given for pupils with complex and additional needs who may find adjusting to changes in school routines more difficult. [Norfolk guidance](#) for planning provision for younger children has already been published.

In preparing for pupils to return to school following their absence due to stay at home requirements associated with COVID-19, ensure parents, and pupils as appropriate, understand the changes to school routines and the expectations for pupils to work within these for the safety of the school community.

[The Whole School Approach Transition Toolkit](#) offers a systematic approach to transition and includes several areas to reflect on which will have implications for school behaviour policies.

Guidance to Support Positive Behaviour



Use of Restrictive Physical Intervention (RPI)

For a small number of pupils, there may be behaviours identified in risk assessments which can be safely managed through restrictive physical intervention (RPI) to avoid foreseeable and actual harm to themselves and others. Public Health advice has been captured in Norfolk Health and Safety guidance around the use of [Personal Protective Equipment](#) (PPE) and there is no specific requirement to wear PPE when using RPI in order to prevent the potential spread of COVID-19. This is because schools can stringently follow the primary infection control measures that are detailed in the Compliance Code. However, the PPE guidance does allow for the use of PPE in some specific circumstances where it will support staff to take the appropriate actions relating to behaviour. This must always be balanced with the other risks this may create to both staff and pupils e.g. whether it impedes appropriate actions being taken or if it may escalate the behaviour.

Schools may find planning support for pupils where RPI is identified in risk management plans difficult if staff trained in these strategies are unable to work e.g. if they are shielding because they are extremely clinically vulnerable. There is guidance about this in the following sections.

Short term interim provision for pupils when the risk of harm cannot be managed safely

There may be situations where whole school and pupil specific risk assessments create challenges in providing for pupils with complex and additional needs: [DfE guidance](#) provides information on the provision for pupils with complex needs with SEND who may, or may not have an EHC plan.

The DfE approach is to 'trust professionals who know each child and young person to make appropriate risk assessments based on each individual's needs', and the guidance supports 'a phased and safe transition back to full-time educational provision'.

Where whole school and pupil specific risk assessments identify a training need to enable a pupil to safely transition or increase their attendance, schools need to plan alternate short-term interim provision through home-based learning in discussion with parents. Consideration will need to be given to any proposed home-based learning and if this reflects the offer other children are receiving. Where a training need relates to Norfolk STEPs this will be prioritised as outlined below.

Accessing SEND and Inclusion Support

Schools can continue to access free inclusion and SEND support and advice to help support the attendance of vulnerable pupils and those with additional needs.

From the 1st June please email inclusionsteam@norfolk.gov.uk or call the Inclusion Helpline (01603 307736).

Requests will be triaged, and support will be provided by the most appropriate team.

Additional Training

Where staff absence results in gaps in staff knowledge and skills relating to Norfolk STEPs, additional training will be prioritised and provided. The Norfolk Steps Team are currently working on how this training can be provided safely for everyone involved. Please contact the Inclusion Team by emailing inclusionsteam@norfolk.gov.uk or call the Inclusion Helpline (01603 307736). Training will be prioritised for schools where it will enable pupils to attend and there will be no cost to schools; this will be reviewed periodically as guidance regarding schools develops. Schools with Norfolk STEPs tutors who are STEP Up trained can also share their expertise across trust and local partnerships.

Other SEND and Inclusion training will also be provided wherever possible.



Links to Guidance and Advice – as of 27 May 2020

DfE Guidance

[Supporting children and young people with SEND as schools and colleges prepare for wider opening](#) – 26 May 2020

[Preparing for the wider opening of schools from 1 June](#) – 25 May 2020

Norfolk Guidance

[Norfolk H&S Guidance](#) – 20 May 2020

[Norfolk Educational Settings Risk Assessment](#) – 20 May 2020

(link within page)

[Norfolk Pupil Risk Assessment](#) – 20 May 2020

(link within page)

[The Whole School Approach Transition Toolkit](#) – 22 May 2020

[Norfolk PPE Guidance](#) – 20 May 2020

[Provision for Young Children Guidance](#) – 22 May 2020



Appendix A: Behaviour Policy: reflect and review

The following questions will help to schools reflect on provision and changes to their behaviour policy. Changes will need to be agreed by governors / trustees and communicated with parents and carers. Consideration will need to be given to how any changes are included in school's recovery curriculum as pupil attendance is opened up to wider year groups.

- How will you adapt the physical environment and the social and emotional environment to support the return to school for individual pupils?
- How will you adapt your curriculum to meet the needs of individual pupils?
- How will changes to school routines and expectations be shared, modelled and supported? How will these approaches be adapted for younger pupils and those with additional needs?
- How will hygiene expectations be taught and modelled, especially to younger pupils and those with additional needs?
- How will the needs of pupils who need physical and activity breaks be provided?
- How will expectations for not sharing equipment be communicated? How will this be communicated for younger children and those with additional needs?
- How will decisions around the provision for individual pupils with SEND be balanced alongside other support principles within the Equality Act?





Behaviour	Useful Strategies for Managing Risk	Related Risk / H&S context
Behaviours that require the use of Restrictive Physical Intervention (RPI)	<p>General Principles</p> <ul style="list-style-type: none"> Staff must be trained in safe RPI techniques Risk assessments should be in place that ensure that staff have analysed behaviour and have identified recognisable patterns/triggers Recognise when the child/young person is moving towards crisis behaviours and put strategies in place to avoid the crisis, eg, safe space, distraction Be aware of any prior trauma linked to use of physical restraint Do chairs/benches need to be positioned in certain areas of the school to reduce the distance the child needs to be moved during RPI? Ensure that the use of RPI is written into PCP/behaviour plans Where appropriate explain RPI to the child (what it looks like, why it happens...) when they are in a calm state <p>Before and During incident:</p> <ul style="list-style-type: none"> Clear scripts and de-escalation strategies to be used Limit use of language – the child will not be able to 'take it in' – this needs to be consistently implemented by all staff Have a clear understanding of when RPI should be used with each individual child, this must be detailed on their individual Risk Assessment and staffing consistency considered If RPI is required, staff should use the least intrusive techniques bespoke to child/young person as per audit of need Remove other pupils from the proximity – have a plan in place for this Follow Norfolk STEP's guidance <p>Post Crisis:</p>	<ul style="list-style-type: none"> Availability of staff trained in safe use of restrictive physical techniques e.g. Norfolk STEP's Schools have restructured staff to work in different ways and may have less staff to draw upon School environments have been changed and breakout spaces may be allocated for use Raised anxiety for staff and pupils around expectations for social distancing and how this may be perceived to conflict with RPI <p>Actions:</p> <ul style="list-style-type: none"> Symptomatic pupils and staff will not be attending Access additional training for Norfolk STEP's through the Inclusion Team (see page 3) Provide appropriate information, instruction and training for staff and pupils (detailed in the Compliance code and risk assessment) and ensure that staff understand the safety arrangements that are in place and how they reduce the risk. Encourage the pupils to talk about their concerns and anxieties to work these through





	<ul style="list-style-type: none"> ▪ Hold a debrief with child/staff A restorative/ reflective conversation should take place with the child – visual aids may need to be used ▪ Record the incident and inform parents ▪ If possible, change the context to change the behaviour ▪ Put protective and educational consequences in place 	<ul style="list-style-type: none"> ▪ Provide appropriate information, instruction and training to staff and pupils (detailed in the Compliance code and risk assessment) and ensure that staff understand the safety arrangements that are in place and how they reduce the risk. ▪ Ensure that all control measures in the COVID-19 Risk Assessment are implemented, increase specific personal infection control measures such as ensuring that hand washing is carried out after physical contact. ▪ Consider any further supportive measures that may be needed where members of staff have increased levels of anxiety if appropriate.
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Behaviour	Useful Strategies for Managing Risk	Related Risk / H&S context
Spitting/ Biting	<p>Use of behaviour analysis:</p> <ul style="list-style-type: none"> ABC/Roots and Fruits Tracking of behaviours to identify patterns i.e. analysis of the behaviour e.g. which context? time of day? Specific triggers? And when identified plan accordingly using risk assessments and behaviour plans <p>Understanding the purpose of the behaviour</p> <ul style="list-style-type: none"> Is it linked to a particular person/activity? Does it happen at home? Does RPI need to be used or used sooner to prevent child getting to the point when they spit/bite? How can distraction/diffusion techniques be used to reduce these behaviours? <p>What is the need behind the behaviour?</p> <p><i>Social communication difficulties</i> – use of communication interventions e.g. Cards/visual support to help communicate, Lego Group... Limit use of language when child is dysregulated.</p> <ul style="list-style-type: none"> <i>Sensory dysregulation</i> - Would a chew toy help? <i>Emotional difficulties</i> – support child with emotional awareness and regulation - how can we prevent the child getting to the level of frustration when they spit/bite? E.g. 5 point scale, Zones of Regulation etc. <p>Further techniques to manage these behaviours</p> <ul style="list-style-type: none"> Remind child of expected behaviours Use of consistent, scripted, disempowering responses Understanding that biting may need an RPI response Social story to help understand why behaviour is not appropriate and to help understand more appropriate behaviours 	<ul style="list-style-type: none"> Availability of staff trained in de-escalation strategies and specific Norfolk STEPs strategies to manage these behaviours when using RPI Increased level of staff anxiety about spitting and biting due to the perception of an increased level of vulnerability to COVID-19 Increased levels of anxiety for pupils who may spit and bite as a stress response <p>Actions</p> <ul style="list-style-type: none"> Symptomatic pupils and staff will not be attending Consider the need for additional support for pupils' mental health and training for staff to anticipate and recognise early signs of anxiety to implement proactive and supportive measures Encourage the pupils to talk about their concerns and anxieties to work these through Access additional training for Norfolk STEPs and inclusion support through the Inclusion Team (see page 3) Provide appropriate information, instruction and training to staff and pupils





	<ul style="list-style-type: none"> Put educational consequences in place where possible Use of recognition charts for when behaviours meet expectations Use of restorative/reflective conversation/practice 	<p>(detailed in the Compliance code and risk assessment) and ensure that staff understand the safety arrangements that are in place and how they reduce the risk.</p> <ul style="list-style-type: none"> Ensure that all control measures in the COVID-19 Risk Assessment are implemented, increase specific infection control measures such as ensuring that hand washing is carried out at increased intervals as well as planning increased cleaning and disinfection in response to behaviour events. Consider any further supportive measures that may be needed where members of staff have increased levels of anxiety if appropriate
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Behaviour	Useful Strategies for Managing Risk	Related Risk / H&S context
Absconding/ Self-exiting	<p>Use of behaviour analysis:</p> <ul style="list-style-type: none"> ABC/Roots and Fruits Tracking of behaviours to identify patterns/triggers Is it linked to a learning need? Is it linked to a specific teacher or room/environment or subject? Can we plan to avoid this for a limited period of time to break the cycle? Has it become a habit which is now hard to break? <p>Possible adaptations:</p> <ul style="list-style-type: none"> Curriculum adaptation - Movement/change of subjects. Change of rooms. Learning support/adaptation of task. Resilience - School to consider how to build resilience through the use of social stories, teacher modelling of mistakes and specific praise linked to resilience. (if running is linked to learning need) Provision of safe space - Do all staff understand how it works? Is the child left alone and observed from a safe distance when in the safe space? Has use of it been practised when the child is regulated? Use of a 'time out' card – Is it clear what they do/where they go when they use it? Has the child been given a non-verbal way to signal that they are not ok (e.g. green/red smiley card)? Shorter learning sessions - How can we give the child a positive learning experience which does not result in them running out of the room? Shorter time in room then leave the room to do a positive activity to 'break the cycle' of them running out. Use daily check ins with a trusted adult to start to learn more about why the running is happening. School to consider using the anxiety map as a tool to talk during the morning check ins – this would alert staff to any lessons which may be difficult that day and trigger running and give them time to proactively respond to this. Use of educational consequences to allow the child to 'repair damage' Use of restorative conversations to further unpick behaviours and offer alternatives 	<ul style="list-style-type: none"> Availability of staff trained in de-escalation strategies e.g. Norfolk STEPs School environments have been changed and breakout spaces may be allocated for use Increased anxiety for staff and pupils if 'bubbles' or 'family groups' are disturbed by another child <p>Actions</p> <ul style="list-style-type: none"> Symptomatic pupils and staff will not be attending Access additional training for Norfolk STEPs and inclusion support through the Inclusion Team (see page 3) Consider the location of class spaces for pupils where absconding is a known risk so that the impact of any absconding can be reduced Ensure that all control measures in the COVID-19 Risk Assessment are implemented, increase specific infection control measures such as ensuring that hand washing is carried out at increased intervals as well as planning increased cleaning and disinfection in response to behaviour events. Consider any further supportive measures that may be needed where members of staff





During incident:

- Watch from a safe distance. Avoid chasing unless imminent risk to child's safety.
- Disempowering the behaviour through consistent scripts and tactical ignoring – a planned adult response
- Ensure that all plans are shared with staff to avoid too many adults approaching the child/ commenting on behaviours
- Call police and parents if child goes off school site.
- Use of script – limit language.
- Record on the child's risk assessment/ behaviour plan and share with parents

have increased levels of anxiety if appropriate





Behaviour	Useful Strategies for Managing Risk	Related Risk / H&S context
<p>Refusal to follow school rules/adhere to safety measures</p>	<p>Use of Behaviour Analysis</p> <ul style="list-style-type: none"> Unpick why the child is refusing to do something – Anxiety? Fear? Unmet learning need? This should then be used to plan for behaviours and reduce the risk of refusal <p>Possible strategies:</p> <ul style="list-style-type: none"> Use of disempowerment strategies (eg, deflect/distract) Don't get 'angry'. Make the task or situation fun / a game, use humour to diffuse the situation Join in with the task eg, hand washing Use of 'when/then' 'now/next' 'first/then' language Plan tasks you know they will enjoy/engage in to build up success in following adult direction. Give the child limited choices to allow them to have a sense of control Give choices around things which don't matter as much – pen or pencil? Should we draw or write first? Let child choose order of activities in the day then 'lock them in' – if refusal happens still, remind of the order they chose. When calm, return to what they refused to do (if pitched appropriately and support is available) to ensure they understand that refusal does not mean they avoid doing the task they didn't want to do. If there is a lesson you know the child will find difficult to manage, consider putting something different in place: <ul style="list-style-type: none"> ✓ Could the sessions be shorter or be delivered in a more practical way? ✓ Could they access movement breaks during the lesson? ✓ Could we use lower demand tasks, project-based tasks or adapt tasks to reflect interests? ✓ Could it be accessed in a different room in a small group/1:1 setting? ✓ Could the timetable be changed for a period of time? 	<p>Related Risk / H&S context</p> <ul style="list-style-type: none"> Availability of staff trained in de-escalation strategies e.g. Norfolk STEPs Increased anxiety for staff and pupils about the perception of the spread of COVID-19 Risks to wider safety measures across the school being compromised Disruption to new school routines Additional risks to pupils and staff who require measures to be stringently applied due to managed health conditions <p>Actions</p> <ul style="list-style-type: none"> Communicate expectations to pupils (and parents) before returning to school Consider use of peer mentors and student leadership to promote required school safety measures Consider focused communication with specific cohorts of pupils who historically find complying with school expectations difficult Review need for additional mental health support for pupils for pupils vulnerable to persistent disruptive behaviour School behaviour policy to be followed and pupil specific risk assessments to be updated following incidents of non-compliance Review specific COVID-19 age appropriate
<p>Deliberate /</p>	<p>Use of Behaviour Analysis</p>	





provocative
behaviours

- Unpick why the child is refusing to do something – Anxiety? Fear? Unmet learning need? This should then be used to plan for behaviours and reduce the risk of deliberate/ provocative behaviours

Possible strategies:

- Use of disempowerment strategies (eg, deflect/distract)
- Use humour or a game to diffuse the situation
- Don't allow yourself to be provoked/ become angry – use short, scripted responses
Give a short instruction e.g. 'I need you stop doing that, thank you' and then give take up time for compliance
Reflect back how the child/ young person may be feeling 'I can see you're angry/ upset, I'm here to help when you're ready'
- DO NOT make threats i.e. 'You will be excluded if you keep doing that'
- If behaviours are dangerous remove others from the area
- Have a restorative/reflective conversation after the event to unpick behaviours

educational consequences for pupils who

deliberately breach school expectations
• Contact inclusion team to review risk assessments and strategies in place for pupils

Ensure that all control measures in the COVID-19 Risk Assessment are implemented, increase specific measures such as ensuring that hand washing is carried out at increased

intervals and plans to increase localised cleaning and disinfection in response to behaviour events.

• Consider any further supportive measures that may be needed where members of staff have increased levels of anxiety if appropriate





Timetables and rotas:

Staff meeting times			
Day	Time	Type	Who
Tuesday	9.30 - 15.00	SLT meeting	Principal, Assistant Principals and SSO
	15.30 - 16.30	CPD	Teachers and HLTAs (Support Staff are asked to come to all of these sessions)
Wednesday	1:15- 1:45	Safeguarding meeting	All DSLs
Thursday	8:15- 8:30	Staff briefing	Teachers, Tas and all operational staff

Children's school day						
8:35	8:45	10:30	10:45	11:55	12:55	3:10
Gates open and children to class. TAs on playground. Teachers to meet and greet from 8:35 (Do Now ready).	Lessons begin	Break	Lessons begin	Lunch.	Lessons begin	School day ends. Teachers escort children out for dismissal





Duty Rota

Activity:	Morning welcome				Break	
When:	8:35 – 8.45 am				10:30-10:45	
Where:	In classrooms	Cloak room	Playground	Gate Welcoming	LKS2 Playground	UKS2 Playground
NOTES:	<i>'Do Now,' M&G</i>	<i>Efficient and tidy</i>	<i>Direction</i>		<i>Supervise and engage</i>	
Monday	All Teachers	Mrs Partridge Miss Maher Miss RJ Mrs Anderson	Mrs Elvin (LKS2) Mrs Prentice (UKS2)	Mrs Dale (UKS2) Mrs Beuttell (LKS2) Miss Dutton	Mrs Partridge Miss Maher Mrs Elvin Mrs Kirman	Mr Hughes Ms Rozee-Johnson Mrs Anderson
Tuesday	All Teachers	Mrs Elvin Miss Maher Miss RJ Mrs Anderson	Mrs Partridge (LKS2) Miss Laurie (UKS2)	Mrs Dale (LKS2) Mrs Beuttell (UKS2)	Mrs Partridge Mrs Elvin Miss Maher Miss Waterfield	Mr Oxbury Mrs Anderson Ms Rozee-Johnson
Wednesday	All Teachers	Mrs Partridge Miss Maher Miss RJ Mrs Anderson	Mrs Elvin (LKS2) Mrs Beuttell (UKS2)	Mrs Dale (LKS2) Ms Cranmer (UKS2)	Mrs Partridge Miss Maher Mrs Elvin Mr Power	Mrs Beuttell Ms Rozee-Johnson Mrs Anderson
Thursday	All Teachers	Mrs Partridge Mrs Elvin Miss RJ Mrs Anderson	Miss Maher (LKS2) Mrs Dale (UKS2)	Miss Laurie (UKS2) Miss Dutton (LKS2)	Mrs Elvin Miss Maher Mrs Partridge Mrs Prentice	Miss Laurie Ms Rozee-Johnson Mrs Anderson
Friday	All Teachers	Mrs Partridge Miss Maher Miss RJ Mrs Anderson	Mrs Elvin (LKS2) Miss Dutton (UKS2)	Mrs Dale (UKS2) Miss Laurie (LKS2)	Mrs Partridge Miss Maher Mrs Elvin Mr Miller	Mr Roberts Ms Rozee-Johnson Mrs Anderson





Lunch Duty Rota (Autumn 1)

Area:	Hall*		LKS2 Playground or Field		UKS2 Playground or Field		Quiet Area (Courtyard)	Lunchtime Club
When:	11.55 - 12.20	12.25 - 12.50	11.55 - 12.20	12.25 - 12.50	11.55 - 12.20	12.25 - 12.50		
NOTES:	Y3/4	Y5/6						
Monday	Jo/Kim Debbie Michael	Paul/Amy Kate Danni		Jo/Kim Lesley	Paul/Amy Tracey		Skye/Jade Hannah (12.25-12.50)	Lisa (Y5/6 - 11.55-12.20)
Tuesday	Jo/Kim Lesley Jane	Paul/Amy Tracey Andy		Jo/Kim Debbie	Paul/Amy Kate		Skye/Jade Lisa (11.55- 12.20)	Hannah (Y3/4 - 12.25-12.50)
Wednesday	Jo/Jade Debbie Lucy	Paul/Skye Lisa Sam		Jo/Jade Hannah	Paul/Skye Tracey		Amy/Kim Lesley (12.25-12.50)	Kate (Y5/6 - 11.55-12.20)
Thursday	Jo/Jade Lesley Ben	Paul/Skye Kate Jamie		Jo/Jade Hannah	Paul/Skye Lisa		Amy/Kim	Debbie (Y3/4 12.25-12.50) Tracey (Y5/6 - 11.55 - 12.20)
Friday	Kim/Jade Hannah Bethany	Skye/Amy Tracey Dan		Kim/Jade Debbie	Skye/Amy Lisa		Paul/Jo Kate (11.55 - 12.20)	Lesley (Y3/4 12.25-12.50)
<ul style="list-style-type: none"> Nicola to float and support where needed. Walkie-Talkie on courtyard to enable staff member to contact other MSAs. Children to remain in hall until their allotted time is finished to encourage them to enjoy their lunch and socialise with other children. Bistro Buddies also to be nominated to support staff with wiping down tables etc. 								





PPA COVER

	AM- 9:30- 11:50		PM- 12:55- 3:15	
	Teacher on PPA:	Covered by:	Teacher on PPA:	Covered by:
Monday	Mrs Prentice	NA	Mrs Prentice (NQT/development)	NA
Tuesday	Senior Leadership Release Day Mrs Prentice teaching 5 Mumbai (Maths/English)		Senior Leadership Release Day Mrs Prentice teaching 5 Mumbai (Topic)	
Wednesday Y6 – AM Y5 - PM	Week 1 Mr Oxbury Mr Roberts	Week 1 Mrs Prentice (6 Casablanca) Mrs Anderson (6 Cape Town)	Week 1 Mr Hughes Ms Laurie/Mrs Beuttell	Week 1 Mrs Prentice (5 Beijing) Ms Rozee-Johnson (5 Mumbai)
	Week 2 Mr Oxbury Mr Roberts	Week 2 Mrs Anderson (6 Casablanca) Mrs Prentice (6 Cape Town)	Week 2 Mr Hughes Ms Laurie/Mrs Beuttell	Week 2 Ms Rozee-Johnson (5 Beijing) Mrs Prentice (5 Mumbai)
Thursday Y4 – AM Y3 - PM	Week 1 Mr Miller Mrs Kirman	Week 1 Mrs Prentice (4 New Orleans) Miss Maher (4 Merida)	Week 1 Mr Power Miss Waterfield	Week 1 Mrs Prentice (3 Rome) Mrs Partridge (3 Athens)
	Week 2 Mr Miller Mrs Kirman	Week 2 Miss Maher (4 New Orleans) Mrs Prentice (4 Merida)	Week 2 Mr Power Miss Waterfield	Week 2 Mrs Partridge (3 Rome) Mrs Prentice (3 Athens)
Friday	Mrs Prentice – Y6 Interventions OR Subject Leader Release Time		Mrs Prentice – Y6 Interventions OR Subject Leader Release Time	
	*Class PPA cover will be taught on a fortnightly rotation. Week 1 will see Mrs Prentice teaching RE and Music to one class per year group. The year group teaching assistant will teach MFL and PSHE to the other class. In Week 2, the adults will swap classes taught.			





PE TIMETABLE (Hall)

****Staff teaching PE are expected to come into school in PE kit on the day which you are teaching, to ensure freedom of movement as you teach and model to children.**

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Year 4 – <i>(only if hall is required due to adverse weather)</i>	Year 3 – <i>(only if hall is required due to adverse weather)</i>		Year 6 – <i>(only if hall is required due to adverse weather)</i>	Year 5 – <i>(only if hall is required due to adverse weather)</i>
PM	Year 4	Year 3		Year 6	Year 5

If weather allows, both classes will be expected to be outside for PE in the afternoon, with English and Maths taking place in the morning session.





CLASS TIMETABLES

Year 3

Monday	8:40- 9:05 Handwriting/ Spelling/ Phonics	9:10am – 9:30am Collective Worship	9:30am- 10:30am English	10:30am- 10:45am BREAK	10:45am-10:55am Maths Fluency/ Daily times tables	10:55am- 11:55 Maths	11:55am-12:50pm LUNCH	12:55pm-1:15pm We love to read	1.15pm – 3.10pm Curriculum
Tuesday		9:10am – 9:30am Collective Worship	9:30am- 10:30am English			10:55am- 11:55 Maths			1.15pm – 3.10pm PE
Wednesday		9:10am – 9:30am Collective Worship	9:30am- 10:30am English			10:55am- 11:55 Maths			1.15pm – 3.10pm Curriculum
Thursday		9:10am – 9:30am Collective Worship	9:30am- 10:30am English			10:55am- 11:55 Maths			1.15-2.15 RE/Music
Friday		9:10am – 9:30am Collective Worship	9:30am- 10:30am English			10:55am- 11:55 Maths			2.15-3.10 MFL/PSHE
									1.15pm – 3.10pm Curriculum





CLASS TIMETABLES

Year 4

Monday	8:40- 9:05 Handwriting/ Spelling/ Phonics	9:10am – 9:30am Collective Worship	9:30am- 10:30am English	10:30am- 10:45am BREAK	10:45am-10:55am Maths Fluency/ Daily times tables	10:55am- 11:55 Maths	11:55am-12:50pm LUNCH	12:55pm-1:15pm We love to read	1.15pm – 3.10pm PE	
Tuesday		9:10am – 9:30am Collective Worship	9:30am- 10:30am English			10:55am- 11:55 Maths			1.15pm – 3.10pm Curriculum	
Wednesday		9:10am – 9:30am Collective Worship	9:30am- 10:30am English			10:55am- 11:55 Maths			1.15pm – 3.10pm Curriculum	
Thursday		9:10am – 9:30am Collective Worship	9.30- 10.30 RE/Music			10:55am- 11:55 MFL/PSHE			1.15- 2.15 English	2.15-3.10 Maths
Friday		9:10am – 9:30am Collective Worship	9:30am- 10:30am English			10:55am- 11:55 Maths			1.15pm – 3.10pm Curriculum	





CLASS TIMETABLES

Year 5

Monday	8:40- 9:05 Handwriting/ Spelling/ Phonics	9:10am – 9:30am Collective Worship	9:30am- 10:30am English	10:30am- 10:45am BREAK	10:45am-10:55am Maths Fluency/ Daily times tables	10:55am- 11:55 Maths	11:55am-12:50pm LUNCH	12:55pm-1:15pm We love to read	1.15pm – 3.10pm Curriculum	
Tuesday* BP teaching 5 Mumbai		9:10am – 9:30am Collective Worship	9:30am- 10:30am English			10:55am- 11:55 Maths			1.15pm – 3.10pm Curriculum	
Wednesday		9:10am – 9:30am Collective Worship	9:30am- 10:30am English			10:55am- 11:55 Maths			1.15pm – 2.15 pm RE/Music	2.15-3.10pm MFL/PSHE
Thursday		9:10am – 9:30am Collective Worship	9:30am- 10:30am English			10:55am- 11:55 Maths			1.15pm – 3.10pm Curriculum	
Friday		9:10am – 9:30am Collective Worship	9:30am- 10:30am English			10:55am- 11:55 Maths			1.15pm – 3.10pm PE	





CLASS TIMETABLES

Year 6

Monday	8:40- 9:05 Handwriting/ Spelling/ Phonics	9:10am – 9:30am Collective Worship	9:30am-10:30am English	10:30am- 10:45am BREAK	10:45am-10:55am Maths Fluency/ Daily times tables	10:55am-11:55 Maths	11:55am-12:50pm LUNCH	12:55pm-1:15pm We love to read	1.15pm – 3.10pm Curriculum	
Tuesday		9:10am – 9:30am Collective Worship	9:30am-10:30am English			10:55am-11:55 Maths			1.15pm – 3.10pm Curriculum	
Wednesday		9:10am – 9:30am Collective Worship	9.30 – 10.30pm – RE/Music			10:55am-11:55 MFL/PSHE			1.15- 2.15 pm English	2.15-3.10pm Maths
Thursday		9:10am – 9:30am Collective Worship	9:30am-10:30am English			10:55am-11:55 Maths			1.15pm – 3.10pm PE	
Friday		9:10am – 9:30am Collective Worship	9:30am-10:30am English			10:55am-11:55 Maths			1.15pm – 3.10pm Curriculum	





SAFEGUARDING

Everyone has a duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with a Designated Safeguarding Lead in the first instance or, if unavailable one of our deputy leads. All staff will ensure to listen to all concerns and immediately record raised concerns onto CPOMS.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that may appear minor. Remember our DSLs have insight to the whole picture.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete can be obtained from the office. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff should be reported immediately to the Principal, Ms Aziza Cranmer, or to Mrs Jane Kirman in her absence.

Allegations against a child's foster carer or a volunteer should also be reported immediately to the Principal. If an allegation is made about the Principal you should pass this information to the Chair of the Governing Body, Reverend Heather Wilcox. Alternatively, you can contact the Local Authority Designated Officer on 01603 307797.

The people you should talk to in school are:

Designated Safeguarding Lead:

Location of class:
Contact Number:

Mrs Jane Kirman

Year 4 Mérida Class
01508 530459



Deputy Designated Safeguarding Lead: Mrs Tracy Dale

Location: Pastoral Support Office
Contact Number: 01508 530459



If the DSL or Deputy DSL are unavailable, see Ms Laurie (Assistant Principal), Ms Aziza Cranmer (Principal), Miss Hannah Maher, Ms Holly Dutton (Assistant Principal) or Mrs Beuttell (Assistant Principal), who are also DSL trained.

At St Mary's Church of England Junior School, we safeguard and promote the welfare of all of our children.

Thank you for your support!



Safeguarding appendix: Code of professional ethics

The following code of professional ethics has been recognised and adopted by the National Union of Teachers. As a school, we use the following code of professional ethics alongside: Teacher Standards, St Mary's Code of Conduct and Whistleblowing policy.

Any code of professional ethics for teachers should be valid for all teachers regardless of their position in the hierarchy of the organisation, the school or education service. It may be, however, that certain aspects will apply to Principals or heads of department more than others because of the nature of the responsibilities they carry and their management function within the school. The following statement is intended for the general guidance of members.

1. All teachers should observe confidentiality in respect of any discussions with other individual teachers about their professional problems and difficulties.
2. If a teacher experiences any concern or dissatisfaction in relation to a colleague's conduct or standard of work the teacher should discuss the issue informally and in confidence with the colleague concerned. Where the issue is not resolved informally the teacher should take no further action without informing the colleague. Should the teacher have reason to believe that a colleague is acting in a way which might be harmful to the school or to individual pupils then there is a clear duty to make a report to the Principal.
3. Teachers should not denigrate their colleagues (nor pupils) in the presence of third parties: nor should a teacher adversely criticise a colleague in the presence of others save in the context of appropriate procedures
4. Effective consultation between teachers takes place in an atmosphere of mutual respect for the professional expertise and a recognition and understanding of the various responsibilities, of those involved. Teachers should be able to express freely their considered professional opinions while recognising the responsibilities borne by colleagues.
5. Teachers with responsibility for the organisation of the work of other colleagues should ensure that all members of staff have knowledge and a clear understanding of the duties and responsibilities to which they are allocated and of the procedures and practices relevant to the day to day operation of the school.
6. If changes are to be made in the organisation of a school on a short or a long term basis, they should be preceded by consultation with the teachers concerned and there should be clear and adequate information supplied to the teachers before their implementation. In this respect it must be recognised that sometimes decisions have to be made as matters of urgency without prior consultation.
7. Parents making complaints or allegations concerning teachers should be referred to the Principal. The Principals should take no action concerning the complaint or allegation until there has been consultation with the teacher concerned.
8. All members of staff should be able to make full use of the staff facilities, including staff rooms and study rooms. It is reasonable, however, for the Principal to respect the right of the staff to hold discussions in his or her absence if they so wish.
9. Teachers have access to confidential information which may be provided by any one of, or combination of, a number of resources. Reports on children are received from parents, social workers, educational welfare officers, police, local authority officers, teachers, doctors and medical officers of health and others. Teachers must use their professional judgement regarding the confidentiality of such information, bearing in mind the requirements of the law and the best interests of the children. The Principal or a senior official of the local education authority should be consulted before decisions are taken concerning the divulgence of confidential information.



10. While it is recognised that pupils will from time to time discuss their work and progress with teachers, particularly those teachers who undertake pastoral care, teachers should ensure that they maintain the delicate balance between taking a close interest in the welfare of pupils and the avoidance of entering into discussions about the conduct, competence or efficiency of other teachers.

11. Canvassing for the purpose of achieving an appointment, whether done directly or through an agent, is unethical.

12. The growth of a friendly relationship between teacher and pupil which is based on mutual respect and recognition of the role that each plays in the learning situation is desirable. It is, however, an abuse of this professional relationship for a teacher to:

- a. enter into an improper association with a pupil;
- b. show undue personal favour or disfavour towards a pupil;
- c. commit such acts against a child which are illegal;
- d. endeavour to exert an undue influence with regard to personal attitudes, opinions or behaviour which are in no way connected with the work of the school.

13. No teacher should delegate to an unqualified person duties or functions requiring the professional knowledge and skill of a qualified teacher. This statement is not intended to restrict in any way:

- a. the proper training of teachers;
- b. the use and employment of instructors subject to Schedule 2 of the Education (Teachers) Regulations 1993;
- c. the reference to the professional staff of supporting services; or
- d. the deployment of support staff in their statutory role of supporting and assisting the work of qualified teachers.

14. A teacher should not deliberately behave in such a way as to bring his or her school in disrepute.

15. A teacher should not behave in a racially discriminatory manner or make racist remarks directed towards or about ethnic minority groups or members thereof.



School contacts and other useful information

School address: Swan Lane, Long Stratton, NR15 2UY

DfE and URN: 121045

School website: www.stmaryscoejunior.co.uk

School office: 01508 530459

School mobile: 07395922281

For staff absence: The member of staff ill must call their line manager via the school office, and by 3pm the day before absence where possible, and before 7am if on the day of absence.

Call the line manager's mobile number for any absences between 4pm and 7am.

Do not come in if you have any COVID symptoms, and advise Claire, Andrea or a member of SLT immediately. Then contact the NHS for a test within the first 24 hours:

<https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-a-test-to-check-if-you-have-coronavirus/>

Share point access for planning and resources:

- The Cloud (everything should always be accessed through The Cloud/One Drive)
- Shared Drive

Staff emails:

First letter of forename, followed by full stop and then surname, followed by @st-marys.norfolk.sch.uk

- Principal: head@st-marys.norfolk.sch.uk
- Assistant principals: D.Beuttell@st-marys.norfolk.sch.uk , H.Dutton@st-marys.norfolk.sch.uk , S.Laurie@st-marys.norfolk.sch.uk , SLT@st-marys.norfolk.sch.uk
- SENCO: Senco@st-marys.norfolk.sch.uk
- DSLs: Dsl@st-marys.norfolk.sch.uk
- Finance: finance@st-marys.norfolk.sch.uk
- HR/personnel/admin to Principal: Business@st-marys.norfolk.sch.uk
- General enquiries: Office@st-marys.norfolk.sch.uk

Login information for...

Safeguarding – Recording incidents and behaviour. Safeguarding documents library.

- CPOMS: <https://stmarysjunnorfolk.cpoms.net>

Attendance, contact details, assessment:

- Pupil Asset: <https://secure.pupilasset.com/login.php>

Curriculum, assessment, intervention support or homework:

- PIXL: <https://www.pixl.org.uk/>
- Accelerated Reader: <https://ukhosted56.renlearn.co.uk/2245106/>
- Myon: <https://www.myon.co.uk/login/index.html>
- IXL: <https://uk.ixl.com/signin>
- PlanBee: <https://planbee.com/>
- Power Maths: <https://www.activelearnprimary.co.uk>
- Get Set 4 PE: <https://www.getset4pe.co.uk/login>
- TT Rockstars: <https://play.ttrockstars.com/auth/school>
- Charanga: <https://charanga.com/site/log-in/>



Information for Visitors to St Mary's Junior School **– In line with Covid-19 guidance**

- Staff must ensure that both the office and your Team Leader are made aware of any visitors that will be coming to the school.
- You will be expected to share this guidance with your guests, prior to scheduling their visit to the school. Following your reading this to visitors, you may also send this guidance as an email if required.

I just need to inform you of some information you will need to know before visiting the school.

Please park in the lay-by outside the school or use the school car park which is accessible via the right-hand gate. If the gate is shut, it will not be locked and you will need to open it manually.

You should then proceed to the Reception Area at the front entrance of the school. Please do not arrive before the time that has been agreed for your appointment.

Please ring the bell which is situated on the panel to the right of the front door and wait for someone to let you in to the building. We operate on a one in, one out basis and therefore you will only be able to come into the building if the reception area is free.

Upon entering the building, we ask that you use our hand sanitiser which is situated on your right.

You will be asked to sign in. Please take a Visitor sticker from the sheet located beside the signing in sheet and display this clearly on your clothing.

You will also be asked for a contact name and telephone number for the purposes of NHS Test and Trace.

Whilst moving around the building, please keep to the left-hand side of corridors and observe a safe distance from other people at all times.

Once your appointment has finished, please sign out again.

I must also ask you the following questions:

- Have you tested positive for COVID-19 within the last 10 days?
- Have you experienced any COVID-19 symptoms within the last 14 days?
- Have you or anyone in your household had to isolate within the last 14 days?

(If your expected visitor has answered 'yes' to any of the above questions, the appointment will need to be rescheduled.)

If you show any symptoms of COVID-19 before your appointment, we would ask that you cancel your appointment and re-book at a later date.

Thank you for your assistance.





SUPPORTING YOUR MENTAL HEALTH AND WELLBEING:

Here at St Mary's, your wellbeing is important to us. We all understand that this is an unusual time, and it is more important than ever, that you look after yourself. Make sure you are drinking plenty of water, eating a healthy diet and staying (or getting) active, as well as trying to ensure a good night's rest.

We would like to ensure that we put a few more things into place to support this:

➤ **Wellbeing Wednesdays**

- Please do continue to bring in items which can be shared (in a Covid-friendly way) with your teams. For those in the LKS2 wing, you can leave items for sharing in the staff room (kitchen area) there. For those in the UKS2 wing, you can leave items for sharing in the main staff room.
- Don't forget to acknowledge each other and the hard work and support that each of you contributes. Let's continue to lift each other up. Please continue to write these 'above and beyond' comments on the post-it notes in your staff rooms and display them on the walls there. They will be collected each week by SLT, and then shared with the member of staff.

➤ **Emails**

- In order to ensure that staff enjoy a healthy work-life balance, we will be putting in place an email curfew.
 - Monday to Thursday – No emails after 6pm
 - Friday – No emails after 4pm
 - No weekend emails

➤ **Staff WhatsApp groups**

- Please do not send any group messages here, at any time or for any reason.
- SLT or admin staff will be the only persons to message via this group, and this will only be in the event of a need to get an urgent message to all staff, eg emergency school closure.

➤ **Other**

- Whilst Tracy often organises staff events, all staff are of course welcome to do so – these get-togethers are always good for wellbeing, morale and to reinforce our team ethos.
- Further to all of the above, if you have any additional suggestions, please do let us know.

If you do find that you need further support, please do let a member of SLT know.

Additional **free and confidential** outlets and support are also listed here for your ease:



St Mary's Church of England Junior School

Further mental health and wellbeing services are provided here:



- **Samaritans**. You can contact [Samaritans](#) 24 hours a day, 365 days a year. You can call 116 123 (free from any phone), email jo@samaritans.org or [visit some branches in person](#).
- **SANeline**. If you're experiencing a mental health problem or supporting someone else, you can call [SANeline](#) on 0300 304 7000 (4.30pm–10.30pm every day).
- **Campaign Against Living Miserably (CALM)**. If you identify as **male**, you can call the [Campaign Against Living Miserably \(CALM\)](#) on 0800 58 58 58 (5pm–midnight every day) or use their [webchat service](#).
- **Helplines Partnership**. For more options, visit [the Helplines Partnership](#) website for a directory of UK helplines.
- **Mind's Infoline** can also help you find services that can support you. **0300 123 3393** Email: info@mind.org.uk





WHO FOR?	ACCESS ARRANGEMENTS	PROVIDER	SUMMARY INFORMATION
ALL EDUCATION STAFF	First contact by email to request a conversation (using the contact list provided) Then by phone as agreed between parties	Diocesan School Support Officers (DSSOs)	A 'listening ear' for anyone wanting someone to talk to. All are former Principals in Church of England schools.
	24/7 telephone helpline 08000 562 561	Education Support Partnership	The only UK charity dedicated to supporting the mental health and wellbeing of education staff. The helpline is operated by fully trained counsellors on hand to listen and help you find a way forward.
	First Response 24/7 telephone helpline 0808 1963494	Norfolk and Suffolk NHS Foundation Trust (NSFT)	Mental health professionals will provide reassurance, self-help advice, support and signposting. It is available to members of the public of any age, regardless of whether they are an existing NSFT service user. https://www.nsft.nhs.uk/Pages/Mental-health-helpline-goes-live.aspx
TEACHERS	Sign up using your mobile phone number (or email): https://chartered.college/teachtogether/	Chartered College of Teaching	The 'TeachTogether' service is designed to help teachers through this critical period. You'll receive a maximum of one text per week with stories from other teachers, evidence-based advice on well-being with links to optional activities.
PRINCIPALS* (Charges apply - see accompanying note)	<ul style="list-style-type: none"> Introductory phone call to discuss needs/wishes Up to 6 video sessions via a secure broadband network connection and agreed secure platform or via telephone 	Mary-Jo Hill (Professional Coach) Coach for School	<p>This CONFIDENTIAL 1:1 coaching offers routine supervision over six sessions to help leaders retain perspective and good mental health while leading in extraordinary circumstances.</p> <p>Improvement Email to request first contact: paul.dunning@dioceseofnorwich.org</p>

