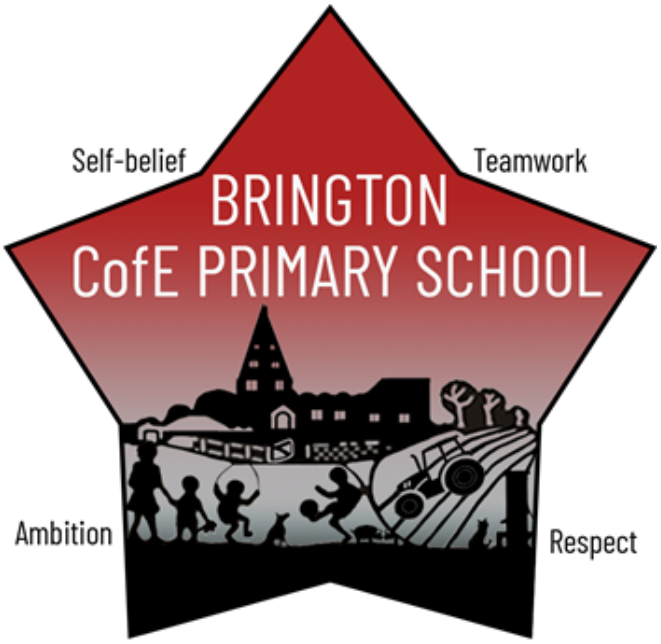


Brington C of E Primary School

Behaviour Policy

December 2025

Approved by:
Last reviewed on: December 2025
Next review due by: September 2026

Behaviour Principles Written Statement

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles. The Governing Body has a duty to produce, and regularly review, this statement to guide the Headteacher in promoting good behaviour and discipline among pupils. This statement has been developed with reference to the DfE guidance *Behaviour and Discipline in Schools – Guidance for Governing Bodies* (July 2013).

Brington Church of England School is an inclusive school, committed to promoting respect, fairness and social inclusion. These principles underpin our behaviour policy. We aim to improve outcomes for all children and staff and to foster positive relationships across the school community.

Right to Feel Safe

All pupils, staff, and other members of the school community have the right to feel safe at all times. We expect everyone to behave responsibly and treat others with respect. Bullying or harassment of any kind is unacceptable, including incidents that occur outside school hours.

High Standards of Behaviour

The Governors believe that high standards of behaviour are central to a successful school. Good teaching and learning support good behaviour, and good behaviour supports effective learning. Children have the right to learn and achieve their potential, and staff have the right to teach in a safe and orderly environment. High expectations of behaviour during the school day also help children develop into responsible, successful citizens outside school.

Inclusivity and Equality

We value every member of the school community and are committed to equality. Discrimination, harassment, or bullying in any form will not be tolerated. Measures to address bullying and discrimination are consistently applied and monitored for effectiveness. Our legal duties under the Equality Act 2010, described in the School's Single Equality Scheme, are reinforced through our Behaviour and Anti-Bullying Policies, which aim to safeguard vulnerable pupils. We recognise that some pupils may require additional support to meet behaviour expectations.

School Rules

School rules, detailed in our Behaviour Policy, are designed to support consistency, responsibility, and accountability. Staff are expected to apply rules consistently and fairly across the school day.

Rewards

Positive behaviours are recognised and rewarded to encourage continued good behaviour in the classroom and across the school. Rewards systems are explained to all adults responsible for pupils, including extended school provision and home-to-school transport, to ensure consistency. Reward systems are monitored for fairness, consistency, and effectiveness.

Sanctions

Sanctions for unacceptable behaviour are clearly defined and understood by staff, pupils, parents/carers, and other adults with authority for behaviour, including extended provision staff. Sanctions are monitored to ensure proper use, consistency, and impact.

Brington School Behaviour Policy

Introduction

Brington School is a Church of England controlled school, providing a welcoming, caring environment where high academic standards are promoted alongside attitudes of mutual respect, responsibility, and self-discipline. Our curriculum and ethos are guided by our core drivers: **independence and responsibility, active learning, and diversity**. We believe these drivers help develop open-minded, caring children who are prepared for life beyond school.

All our behaviour initiatives are supported by the teaching of PSHE, following the Cambridgeshire PSHE scheme of work. This policy is published on the school website www.brington.org. The legal background for our initiatives is provided in Appendix 1.

Aims of the Policy

This policy supports our commitment to:

- Provide a secure environment where all children feel safe, happy, and positive.
- Encourage respect and consideration for others.
- Promote independence and self-discipline by equipping children with skills to manage their own behaviour and resolve minor disputes. PSHE sessions and assemblies support these skills.
- Celebrate individuality and diversity, valuing each person regardless of race, religion, sex, ability, or background.
- Develop the self-esteem and self-respect of all pupils and staff.

Achieving These Aims

We recognise that a child's behaviour affects their own and others' learning. This policy aims to create a community where children feel safe and able to achieve their potential. To support this:

- High standards of behaviour are expected in all areas of school.
- The school's values underpin all curriculum policies and systems.
- Adults provide positive role models in their behaviour and relationships.
- The curriculum is carefully planned so that all children are appropriately challenged and engaged.
- Children are trusted, valued, and encouraged to take responsibility for their actions.

Good Behaviour

Children are supported to understand our expectations and encouraged to:

- Show respect and consideration for others.
- Take pride in the school environment, inside and outside.
- Listen to both adults and peers.
- Understand and value school rules.
- Cooperate, share, and care for property and equipment.
- Try their best, concentrate, and work sensibly in all lessons.
- Use polite and appropriate language, respecting the needs of others for quiet work.
- Be honest and strive to achieve their full potential.

Adults act as role models, demonstrating the same expectations of respect, fairness, and consistency in their interactions with children, parents, and colleagues. Promises and consequences must be realistic and followed through.

Promoting Good Behaviour

Every adult in school plays a vital role in promoting positive behaviour. Strategies include:

- Listening to children and being consistent.
- Giving verbal praise, using positive gestures, smiles, eye contact, humour, and calm responses.
- Recognising and celebrating good behaviour with house points, positive comments, displays of work, monitors with responsibilities, and sharing successes with parents.
- Teachers may set additional classroom reward systems tailored to their pupils.
- PSHE sessions focus on relationships and behaviour strategies.
- Reflection opportunities are available in school for children to consider their behaviour.
- Weekly rewards include Headteacher's Award, Celebration Assembly, STAR Value and Christian Value awards, Book Worm award, and recognition of achievements outside school.
- Exceptional behaviour is celebrated on the BOOM board during Friday assemblies to encourage all pupils to live by our STAR and Christian values.

Classroom and school environments are carefully organised to support positive behaviour: resources are available and labelled, work is appropriately challenging, and transitions and expectations are clear.

House Point System

Every child belongs to a house team and can earn points for demonstrating good behaviour and living our STAR and Christian values. Points are tracked on individual cards and summed weekly. Rewards include:

- **30 points** – Bronze Certificate

- **65 points** – Silver Certificate
- **100 points** – Gold Prize (parents invited to Celebration Assembly)

The house team with the most points at the end of the school year receives a shared celebration (e.g., party or picnic). Children who earn a Headteacher's Award attend a special lunch.

School Rules

- Our school "mantra" reflects our vision and aims (Appendix 2).
- Staff, children, and parents sign a Home-School Agreement on joining (Appendix 3).
- Each year, classes agree a set of class rules to support safe and effective learning.

Addressing Unacceptable Behaviour

While Brington School focuses on encouraging and praising positive behaviour, poor or unacceptable behaviour must be addressed fairly, consistently, and promptly. Sanctions are applied with consideration for a child's age, understanding, and intent. Procedures for serious incidents are outlined in Appendix 4.

Parents are partners in managing behaviour. They are informed verbally if concerns arise and invited to meet the class teacher or Headteacher if behaviour continues. External agencies, such as the school doctor, educational psychologist, or family support services, may be involved when appropriate.

Class teachers record incidents in Class Behaviour Logs, noting the date and details. Serious incidents outside the classroom are recorded centrally by the school. Behaviour that breaches school rules is deemed unacceptable and addressed according to these procedures.

Persistent Unacceptable Behaviour

Some pupils may present ongoing challenging behaviour due to additional needs and may require more support than others. When behaviour continues to be unacceptable despite the usual procedures, an Individual Behaviour Plan (IBP) will be created. The IBP is developed collaboratively by the class teacher, the pupil, and the teacher responsible for Pupil Welfare and Behaviour.

The aim of the plan is to support the child's behaviour while minimising the impact on other pupils' learning and welfare. Parents/carers will be involved in the process, and the plan will be regularly reviewed to assess progress.

Communication Systems

We use multiple strategies to record and share information about behaviour:

- Verbal communication: Face-to-face or telephone conversations with children, parents, or staff to create a positive and consistent approach.
- Letters home: Informing parents of incidents or requesting meetings to discuss behaviour.
- Teacher records: Class Behaviour Logs track incidents and help identify patterns. Children may be aware that records are being kept.
- Behaviour charts or books: Used to monitor ongoing concerns and record progress.
- Meetings and behaviour contracts: Structured discussions and agreements between the pupil and staff to support improvement.

Recognising the Impact of SEND on Behaviour

Some pupils' behaviour may be influenced by a special educational need or disability (SEND). Misbehaviour will always be considered in relation to SEND, although not all incidents are linked. Decisions about sanctions will take into account:

- Whether the pupil could understand the rule or instruction.
- Whether the pupil was able to act differently at the time.
- Whether their SEND made aggressive behaviour more likely.

Staff will anticipate likely triggers and put support in place, such as:

- Short, planned movement breaks.
- Adjusted seating or classroom layout for visual/hearing needs.
- Adapted uniform requirements for sensory issues.
- Staff training on understanding specific conditions.
- Use of sensory zones or nurture spaces to help pupils regulate emotions.

If challenging behaviour suggests unidentified SEND, the SENCO may assess the pupil and involve specialist support, the educational psychologist, or medical professionals. EHC plan

provisions must always be met, and any concerns will be discussed with the local authority. Emergency reviews may be requested if necessary.

Behaviour Beyond the School Gates

Non-criminal misbehaviour or bullying off school premises, if witnessed by staff or reported to the school, will be addressed. The Senior Leadership Team (SLT) will decide whether it is a school disciplinary matter or should be referred to parents.

Promoting Self-Esteem

Developing pupils' self-esteem is central to our approach. Children are encouraged and praised consistently, and all are valued and respected by staff and peers. Inappropriate behaviour at break times may be addressed by a staff member other than the class teacher to separate the behaviour from the individual. PSHE lessons reinforce these aims, focusing on relationships, respect, and self-management.

Bullying

Bullying is taken very seriously. While it is difficult to eliminate entirely, strategies are in place to address incidents quickly, raise awareness among staff, and involve parents. See the Anti-Bullying Policy for further guidance.

Mobile Phones

To maintain a focused learning environment, mobile phones are not permitted. Exceptions may be made with prior parental permission. In such cases:

- Phones must be switched off on arrival.
- Phones must be handed into the office and collected at the end of the day.

If a child brings a phone without permission:

- The phone will be stored securely in the office.
- Parents will be contacted.
- The phone will only be returned to a parent or guardian.

Reasonable Force

Staff may use reasonable force to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Use of force must always:

- Be a last resort.
- Use the minimum necessary force for the shortest time.
- Maintain the safety and dignity of all involved.
- Never be used as punishment.
- Be recorded and reported to parents/carers (see Appendix 3).

When considering reasonable force, staff must consider the pupil's vulnerabilities, including SEND, mental health, or medical conditions.

Appendix 1:

The Legal Background of our Policy

The School Discipline and Pupil Behaviour Education and Inspections Act 2006 and Use of Force Guidance 2011 gives school staff a clear statutory authority for punishing pupils. They give school staff a legal power to use force if necessary. The Act specifies a power for teachers and certain other members of staff to enforce disciplinary penalties when misbehaviour occurs outside school premises (e.g. walking to and from school, the school bus).

The Act also gives schools a specific statutory power with regard to the extent of school's power to regulate the conduct of pupils at times when they are not on school premises. This must be reasonable.

The Act confirms the right of a school to use sanctions that are reasonable and proportionate to the circumstances.

The Act makes it lawful for schools to detain pupils without parental consent at a variety of times.
The Act gives school staff a specific statutory authority to seize, retain or dispose of pupil's property.
The sanction of confiscation must be applied in a reasonable and proportionate way.
The Violent Crime Reduction Act 2006 – makes it lawful for certain school staff to search pupils for knives or other weapons. The legal power to search pupils currently only extends to weapons.

Appendix 2

Our school mantra: STAR values and Christian Values

Our School Vision

As we learn in the bible...

Therefore encourage one another and build each other up, just as in fact you are doing. *(Thessalonians5:11)*

Our School Learning Values

We have Christian Values and STAR Learning Values! They underpin 'everything' that the children and staff undertake at Brington Primary School.



The Christian faith is the foundation of our school ethos, our Christian values and our STAR Learning values. We learn in an environment which upholds the values of Christianity, whilst developing knowledge and understanding of the religious beliefs and culture of others.

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at parish and Diocesan level.

Appendix 3

Brington CE Primary School
Home-School Agreement

The school will:

The Learning Environment

Our school will:

- promote high standards and high expectations of effort and attainment
- provide each child with a balanced, inclusive curriculum within an enjoyable, stimulating and safe learning environment
- ensure each child's progress and development and communicate this regularly to parents and carers, celebrating their strengths and explaining how we can support and scaffold them in their areas of development

A healthy, happy school community

Our school will:

- be welcoming and approachable
- care for your child's safety by observation and listening to them
- teach your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need
- promote a positive behaviour policy, in which good behaviour is rewarded and unacceptable behaviour results in clear, consistent sanctions
- provide information to you about school, including relevant policies, meetings, activities, newsletters and open days
- deal with parental concerns promptly and inform them of how they have been resolved

Homework

Our school will:

- plan achievable homelearning opportunities that extend the curriculum and provide the opportunity for independent learning

The parents/carers will:

The Learning environment

I as a parent/carer will:

- Ensure my child's good attendance at school and that they arrive and are collected promptly
- Support the school's dress code and equipment (including P.E. kit) requirements
- Endeavour to provide a safe, secure, happy and healthy environment at home for my child, acknowledging that they learn at home

A healthy, happy school community

I, as a parent/care will:

- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework, as this can then be resolved quickly
- Support the school by encouraging my child to develop a positive attitude to others, regardless of gender, race, culture, belief, values, age and need
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning or behaviour
- Support and work with the school to ensure that the behaviour management policies of the school are maintained with my child
- Encourage a positive attitude towards my child's education and our school. If I have any concerns, I will come and discuss them with you, as it is much healthier to work out solutions and move on. I will not use social media irresponsibly, to broadcast those concerns to others.
- Read all relevant information sent home, as this gives me important details of relevant policies, meetings, activities, newsletters and open days
- Attend any parent consultations, reviews, assemblies and other events which involve my child, wherever possible
- Support the school and the BSA, when fundraising and organising activities for the benefit of a variety of causes and also our school
- Keep the school informed of any changes to my contact details

Homework

You as Parent/Carer will:

- support your child's learning by ensuring that homework is completed and returned on time
- ensure your child reads at home on a regular basis
- please use your talents, interests and experiences to enhance your child's learning at home – your child will benefit greatly from what you can show them, discuss with them and teach them.

I, as a pupil at Brington CE Primary School, will:

- Follow the STAR values
- follow my classes rules
- let an adult know if there is a problem or if I am worried or unhappy, so that they can help me to sort it out
- accept responsibility for the things that I do
- respect other children's culture, race, feelings, beliefs and values
- be responsible for my school and homework
- ask for help if I need it and try my best in all that I do
- ensure that I take home any school letters

I have read the Home-School agreement

Date	Parent/carer	Pupil	School

Appendix 4

Procedures for dealing with unacceptable behaviour

Lesson Time:



1) All children begin each lesson on the smiley, green face (always begin with a fresh start).
2) When a child starts to exhibit inappropriate behaviour the adult will remind them: "At the moment you are breaking one of our class/golden rules, you are leading to a first warning."
3) If the inappropriate behaviour continues, they receive a first warning = child's name moved onto the amber face (children will discuss in class what will warrant a warning).
4) If the inappropriate behaviour continues, the child's name is moved onto the red, sad face.

If a child is moved onto the red face, they will miss 15 minutes of the following breaktime or lunchtime and complete a Reflection Chart (see Appendix 5). If the red face is received during the afternoon session, the Reflection Chart will be sent home to be completed with parental support. If this is not completed at home, the child will remain in at breaktime the following day to complete it. This approach is intended to give children the opportunity to reflect at home and to begin the next day with a fresh start.

In addition to this, the root cause of the behaviour leading to the red face will be explored by a member of staff. Where appropriate, children may be given additional time for further reflection, discussion or restorative work to help them understand their actions and the impact on others. Staff will work with the child to identify strategies to address the underlying issue (for example, managing anger during competitive sports or coping with frustration), with the aim of supporting positive behaviour and reducing the likelihood of the behaviour being repeated.

If a child's behaviour continues to be unmanageable and/or cause disruption to the learning of others in the classroom they will be sent to an alternative class.

If this behaviour continues in a different classroom, a member of the Senior Leadership Team will be informed immediately. The child may then be internally excluded from working with other pupils, parents may be called or they may be externally excluded (sent home).

Staff will record any moves to the red face (or beyond) and the following consequences will apply:

- 1 red cards in any half-term = phone call home from class teacher or Headteacher

- 5 red cards in any half term = Letter home from the headteacher requesting parents attend a meeting to discuss the child's behaviour and the way forward.

In the case of a serious incident (swearing, seriously hurting a child or adult with intent, being disrespectful/abusive to an adult), then a red card will be issued, without the need for a warning. The child will then fill in a think sheet see appendix 5.

Break and Lunchtime & Wrap around.



Face system to be placed on the whiteboard outside.

- If a child receives a warning about inappropriate behaviour, they will be given 5 minutes time out and their name will be written next to the amber face on the external whiteboard. If they have to be spoken to again that break/lunchtime, they will receive a red card and be sent in.
- Red cards:
    - If a child is given a red card, they will be sent in immediately to sit outside the headteacher's office. A child will be given a red card, without a warning being issued if they swear, intentionally hurt someone or refuse to do as they have been asked by an adult.
    - A red card is to be completed and sent in to the class teacher (with a responsible child), who will deal with the issue, ensuring a think sheet is completed (or sent home to be completed). The issue will be recorded in the Serious Incident File. The class teacher will inform the headteacher or another member of the Senior Leadership Team, if necessary.

If a child has their name recorded in the Serious Incident three times in half a term, the class teacher will phone the parents to inform them. If their name appears more than six times in any given half- term, the headteacher will send a letter to the parents requesting them to attend a meeting to discuss their child's behaviour. (In the case of a very serious first incident, parents will be called and informed).

Consistently Unsafe or Rude Behaviour and Exclusion

The safety, well-being and learning of all pupils and staff is our top priority. If a pupil's behaviour is consistently unsafe, or if they are repeatedly rude or disrespectful to adults despite support being in place, the school may consider using **formal exclusion** as a last resort.

We focus on early, supportive and restorative approaches. Staff will work closely with parents and, where needed, external agencies to understand why a child is struggling and

put in place strategies to help them improve. Before any exclusion is considered, the school will ensure that clear targets and support plans are in place, that progress has been reviewed, and that any additional needs (including Special Educational Needs and Disabilities) have been considered.

Exclusion will only be used if a child's behaviour seriously harms, or is likely to harm, themselves, others, or the learning environment, or when all other approaches have been tried without success. The Headteacher has the legal authority to suspend or permanently exclude a pupil. We will always act lawfully, fairly and proportionately, taking account of our duties under the Equality Act 2010.

Parents will be informed both verbally and in writing about the reasons for any exclusion, the duration of a fixed-term exclusion, and their right to challenge or appeal the decision. Examples of behaviours that may lead to exclusion include intentionally hurting another pupil or adult, consistently refusing to follow instructions, or threatening the safety of themselves, others, or property.

Think Sheet...

Name _____ **Date** _____ **Class** _____

Reasons for my behaviour

1

2

What STAR values did I not follow?

Self-belief __

Teamwork __

Ambition __

Respect __

Description of my behaviour

_____

_____

_____

_____

_____

_____

_____

_____

_____

Consequences of my behaviour

How do I feel?

How has my behaviour affected others?

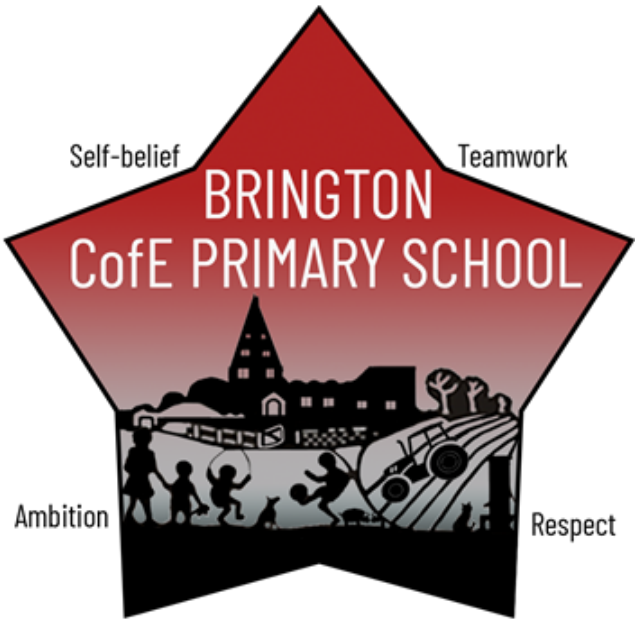
Other consequences...

Plan for improvement...

Student:

Teacher:

Parent:



Behaviour Policy: COVID-19 addendum
Brington C of E Primary School

Use, storage and recording of PPE

Approved by: **Date**
Last reviewed on:
Next review due by:

This addendum (and all cross-referenced policies) should be read in conjunction with the details contained within Brington C of E Primary School Covid19 Risk Assessment 2020 which is a working document.

Personal protective equipment (PPE) including face coverings and face masks

Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.

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

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

Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum.

Further guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including the use of PPE.

Care needs taking when donning or taking off PPE. There is video guidance here https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and information in poster form for display in appropriate areas (PPE storage area). https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures

What to do if a child becomes unwell with symptoms of coronavirus and needs to be cared for until they can return home?

If anyone in an education, childcare or non-residential children social care setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste of smell, they must be sent home and advised to follow the guidance for households with possible coronavirus infection.

If a child is awaiting collection, they should be moved to the music room where they can be isolated behind a closed door, with adult supervision. The window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use the disabled toilet. This toilet should subsequently be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE should be worn by staff caring for the child while they await collection if direct personal care is needed and a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).

In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.

If a member of staff has helped someone with symptoms they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. Read guidance about cleaning non-healthcare settings.

What happens if there is a confirmed case of coronavirus in a setting?

When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending

an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.

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

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

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

Storgae of PPE

Following delivery of PPE, this will be stored in the drawers placed in the library. Staff will have a smaller amount available in first aid kits while whey are working within their 'bubbles' of pupils.

Each drawer will be labelled with the type of PPE. A logging sheet will be placed on top of the unit to record and monitor stock volumes, use of equipment by staff, dates and times of use, and cleaning of equipment. (See attached) .

Storage of First Aid Equipment

General first aid equipment and recording paperwork will be stored in the school hall. A screen will be provided for privacy purposes.

Communiciation while staff work in 'bubbles'

Walkie-talkies will be used to communicate between staff. In the event of multiple first-aid events staff will use their first-aid training to establish priority of cases.

PPE Logging Information – Brington C of E Primary School

		Fluid resistant surgical face masks	Disposable aprons	Disposable gloves	Eye protection	Total in stock
Date item (s) added/removed/cleaned Staff name						
Date item (s) added/removed/cleaned Staff name						
Date item (s) added/removed/cleaned Staff name						
Date item (s) added/removed/cleaned Staff name						
Date item (s) added/removed/cleaned Staff name						

Please note whether items were added/removed or cleaned.