



Building Brighter Futures Together

Behaviour Policy

Important coronavirus (COVID-19) update

We have added [Appendix 7](#) to this policy, which provides details on how schools can manage pupils' behaviour during the coronavirus (COVID-19) pandemic.

This policy will be reviewed annually.
Date policy last reviewed:

April 2021

_____ Headteacher

Date: _____

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Statement of intent

Eastwood Community School believes that, in order to facilitate teaching and learning, positive behaviour social and learning behaviours must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and proportionately disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Fostering positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy: Pupils
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The local governing board has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where positivity, inclusion and appropriate behaviours are central to everything we do.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The senior leadership team is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing and reviewing this policy and making it available to staff, parents and pupils.
- Reporting to the local governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENDCo is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with mental health support, SEND and behavioural support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.

- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour alongside the PHSCE Leader.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment, adhering to the school's policy and SLT guidance.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:

- SENCO
- Headteacher and / or SLT
- Subject leader(s)

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high standards of behaviour at all times, in accordance with the safeguarding and Staff Code of Conduct policies.
- As authorised by the headteacher, appropriately and proportionately discipline pupils who display unacceptable levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community; social and learning.
- Reporting any unacceptable, threatening or abusive behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

3. Effective classroom management

The school understands that well-managed classrooms:

- Encourage respect and development of positive, respectful relationships.
- Start the year with clear sets of rules and routines that are understood by all pupils.
- Have well-planned, appropriately differentiated lessons with a range of activities to keep pupils stimulated.
- Establish agreed rewards and positive reinforcements in line with school policy.
- Establish sanctions for behaviour which falls below the expected standard, in line with school policy.
- Establish clear responses for handling behavioural issues, in line with school policy.
- Make effective use of the physical space available.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Rules
- Routines
- Praise
- Rewards

Rules

Teachers will share the [School Rules](#) at the start of the year and regularly thereafter, ensuring praise given is rule-related as much as possible. School rules will be on display in every classroom and around the school site for this purpose. Rules will regularly be referred to in collaborative situations such as assemblies and will be reinforced prior to school activities such as trips.

Routines

The school understands the importance of established routines to enable effective learning to take place. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily. Routines may include activities such as the following:

- Walking on the left through school
- Lining up at the end of breaktime
- Writing lesson objectives down

Adults model these for pupils to ensure they understand them. Routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment for all.

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are noticed and celebrated. Whilst it is important to receive praise from adults, the school also understands that peer praise is effective for creating a positive and fun environment.

When giving praise, adults ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour need to be recognised.
- Praise that is given is always sincere and is never followed with immediate criticism.

Adults encourage pupils to praise one another, and praise another pupil to the adult, if they see them modelling good behaviour.

Rewards

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded

The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.
- **Physical** – material rewards, e.g. tokens, stickers, certificates or work on the wall / sent to the Golden Book etc...
- **Activity** – activity-based rewards, e.g. extra play, free time.

Teachers may implement different types of rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

- Tokens and stickers
- Certificates

- Free time
- Positions of responsibility, e.g. councillor
- Class celebrations
- Reward jars / boxes
- Phone calls and messages home
- Extra breaktime
- Special privilege, e.g. non-uniform day

4. Positive relationships and approach

Positive relationships are key to successful environments. The school focusses heavily on forming these relationships to allow adults to understand their pupils and create a strong foundation from which behavioural change can take place.

Adults will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, adults establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Teaching pupils the importance of showing respect to each other.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Counselling
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

5. The classroom environment

In order to support positive behaviour, the school understands that a well-structured environment is paramount.

Adults employ strategic seating arrangements to promote positive behaviour and enable it to be noticed early – this includes:

- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- Seating those who frequently model unacceptable behaviour closest to, and facing, the teacher.
- Seating those who frequently model unacceptable behaviour away from each other.

Wherever possible, adults avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Before starting lessons, adults ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

Adults establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset.

6. The day to day approach and school rules:

Eastwood Community School's behaviour management policy enforces positive, rule-related praise. Whole School Rules are displayed in each class and consistently throughout the school. The emphasis is upon children self-regulating their own behaviour and being supported and taught (through emotion coaching and a nurture-based approach) to do so where necessary.

The 5 School Rules are:

- ✓ **Attendance** - Come into school every day, on time and in uniform.
- ✓ **Behaviour** - Behave in an appropriate way at all times.
- ✓ **Care** – Take care of yourself and others, all property and places.
- ✓ **Diversity** – Be kind: show respect and tolerance towards each other.
- ✓ **Effort** – Show positive learning behaviours, challenge yourself and always do your best.

Our main positive behaviour strategies are:

- **Golden Time** All pupils are able to earn up to 30 minutes of golden time per week. Class teachers can choose how this is managed within their classroom. This should be displayed on the Rules Responsibilities and Reward's display board with emphasis on pupils taking responsibility for monitoring their own golden time. Where possible, pupils should be given the opportunity to suggest their own activities such as watching a movie, going to the park, playing games etc. Where appropriate, golden time may be accumulated over a number of weeks in order to organise a more significant treat for the children. Pupils, who miss golden time, should spend this time productively, finishing off incomplete work, reflecting on behaviour or undertaking tasks which help the school such as litter picking.
- **Class awards** Class awards are given for exceptional work, attitude or behaviour at the discretion of the staff where the class have worked collaboratively in order to achieve a joint reward. For example, if the whole class have kept their Golden Time for the week or represented the school in an outstanding way on a trip, they may receive a class award. The treat should be low cost and something the pupils want to do. Treats could include going to the park or Cliffe Castle, having a picnic or watching a film. At the beginning of each term, each class should be given the opportunity to vote for what they are working towards so a shared goal can be worked towards.
- **Star of the Week** Every week, one pupil is chosen to be Star of the Week based upon their attitude, work or effort throughout that week. Star of the Week certificates should directly reference the school rules and are awarded in Good Work assembly or in class if pupils are in Nursery. Parents are invited to join Foundation/Key Stage 1 assembly. Pupils who have been nominated as Star of the Week may wear a lanyard and may

be given small privileges the following week such as lining up first for lunch. It is also recommended that the pupils nominate one of their peers to be star of the week. This can take place during class assembly time or circle time, with pupils nominating someone either face to face (backed up with an explanation of why they have chosen them) or in writing (on a post-it or specially made slip of paper), again explaining their choice fully. If desired, they can be given a star of the week certificate as well.

- **Golden Book** Pupils are sent to see the HT/DHT for any extra special work or behaviour. A photograph is taken of the pupil and their work which is then displayed in the main entrance and details of their work/behaviour is recorded in the Golden Book. The children are presented with a certificate and sticker and are called out in Monday assembly. They receive the privilege of sitting on a bench for that week.
- **Always Club** Class teachers nominate two children every half term for continually following school rules for a small, free treat, usually half a day, with the HT, DH or AHT's.
- **Stickers** Individual stickers are given for instant rewards for expected behaviours and good work (PHSE and achievement/effort). Clear and specific reasons are provided, linked to the school rules when verbal praise is given.
- **Merits** Are awarded in KS2. All pupils have a merit card which can be stamped by any member of staff for following school rules, good work, behaviour or attitude. Stamps may also be used within exercise books to mark good work. Pupils are responsible for collecting their merits and keeping their merit cards safe e.g. in trays/folders or basket within the classroom. Pupils are responsible for telling the teacher when they have received 25, 50, 75 or 100 merits so that they can receive a certificate in KS2 assembly. Class teachers may also want to provide a small prize at the end of the term or year for the pupils in their class who have received the most merits.

Where behaviour does not follow the rules, the following sanctions will be enforced:

Foundation Stage and Key Stage 1

1. Verbal reminder of positive behaviours with reference to school rules.
2. Verbal warning given.
3. Time out/thinking time using sand timers or thinking spot.
4. Lose some of golden time
5. Miss playtime.
6. Discussion with parents through a phone call/ meeting.

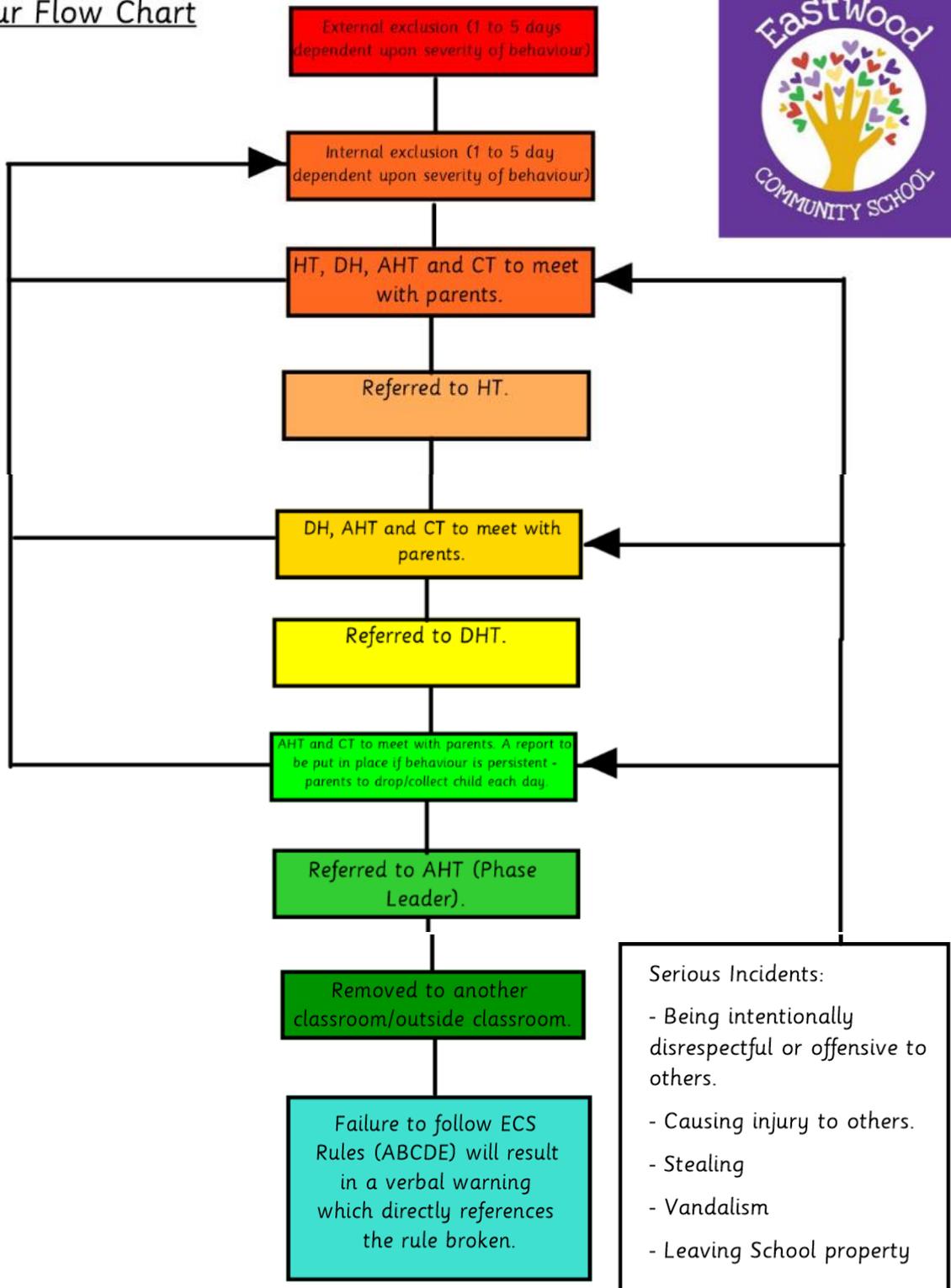
If behaviour is extreme or persistent, behaviour charts/home school books may be used and parents will be involved.

Key Stage 2

In Key Stage 2, staff are asked to follow the behaviour flow chart which is shared with the children and parents at the beginning the year in the parents' meeting. Class teachers are responsible for recording any incidents which occur in their behaviour files. Behaviour files should be kept in the classroom and should record the antecedent, the behaviour and the consequence.

Bullying or any form of peer-on-peer abuse of any kind is not tolerated at Eastwood; a zero-tolerance policy is in effect. Any such behaviour will be treated extremely seriously, in line with the above and below flow charts (from bottom to top)

Behaviour Flow Chart



7. Definitions

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

For the purposes of this policy, “Challenging, inappropriate behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour, e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft

- Swearing, racist remarks or threatening language
- Fighting or aggression
- Wilful damage to property including graffiti (this may incur charges as outlined in the school's Charging and Remissions policy)
- Disruption / inappropriate / unacceptable behaviour in public spaces while in uniform

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

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission

"Unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

8. Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs.

In the event a pupil is found to be in possession of any smoking or controlled substances in school, the following action will be taken:

- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witnesses present.
- The staff member will store the sample in the school safe
- Parents will be notified immediately and informed of the school's duty to report the finding to the police.
- The incident will be reported to the police immediately. The police will then collect the sample and deal with it in line with their agreed protocols.
- The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.
- Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.
- Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

9. Prohibited sexual harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email

- Creating or maintaining websites with sexual content
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

10. Items banned from the school premises

The following items are banned from the school premises:

- Fire lighting equipment:
 - Matches, lighters, etc.
- Drugs and smoking equipment:
 - Cigarettes
 - Tobacco
 - Cigarette papers
 - Electronic cigarettes (e-cigs)
 - Alcohol
 - Solvents
 - Any form of illegal drugs
 - Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
 - Knives
 - Razors
 - Catapults
 - Guns (including replicas and BB guns)
 - Laser pens

- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals
- Other items:
 - Liquid correction fluid
 - Chewing gum
 - Caffeinated energy drinks
 - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
 - Aerosols including deodorant and hair spray

All members of staff can use their power to search without consent for any of the items listed above.

Pupils will be requested to voluntarily hand over any banned items. Should they refuse, school reserves the power to search the pupil. The following will be adhered to in the event:

- Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, in a secure and private space away from other pupils / onlookers, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. Where this is the case, parents will be informed.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- The headteacher will always be notified when any item is confiscated.

11. Understanding behaviour

Where pupils frequently display unacceptable behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

A ['Behaviour Management Plan'](#) is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Management Plan to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their parents are involved in the development of the Behaviour Management Plan, and this is reviewed on a periodic basis (as deemed proportionate / relevant) by the parent, pupil and their teacher.

12. De-escalation strategies

Where unacceptable behaviour is present, adults will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed

- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”
- Make use of the ‘when…… then……’ strategy.

13. Intervention

All members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time and without permission to do so
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the [de-escalation strategies](#) before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in [section 9](#) of this policy, reasonable force will only be used, if necessary, to search for the items listed above. Any physical intervention used will be conducted in line with the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day, in line with the school's Exclusion Policy.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

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

14. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents.

The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

After an initial incident of unacceptable behaviour, the following sanctions are implemented:

- The pupil is sent to the headteacher immediately or, in their absence, the most senior member of staff.
- The headteacher investigates the incident and decides whether or not it constitutes challenging behaviour.
- If the headteacher deems the behaviour to be challenging, they will record the incident in the Behaviour Log, as well as on the pupil's Report Card or Behaviour Management Plan if they have one. The behaviour will also be recorded on the pupil's permanent record.
- The pupil will be moved to isolation – the headteacher will determine the length of the period spent in isolation as well as any detention time.

- The headteacher will inform the pupil's parents and invite them to discuss the incident.
- Parents will be made aware that a repeat offence will result in the pupil being monitored with a Behaviour Management Plan and/or Report Card– if they do not already have one.
- If a pupil already has an existing Behaviour Management Plan, this will be reviewed.
- Victims of any challenging behaviour will be offered the opportunity for counselling from an appropriate source.

Following a second incident of challenging behaviour, the following sanctions are implemented:

- A Report Card will be developed for the pupil for a set period of time as determined by the headteacher and the pupil will be issued with a weekly Report Card.
- If the pupil demonstrates any unacceptable behaviour during this time, their teacher, or member of staff present for unacceptable behaviour that occurs outside of the classroom, will record comments in their Report Card.
- The pupil will present their Report Card to their teacher at the end of each lesson for a comment – the class teacher will also review the contract at the end of each day.
- At the end of the specified period, the pupil will present their Report Card the headteacher for a comment and a review.
- If the headteacher is not satisfied with the pupil's behaviour during the specified period, the Report Card and Behaviour Management Plan duration may be extended.
- Parents will be informed that the pupil has a Behaviour Management Plan and that any further instances of challenging behaviour may result in exclusion in line with the school's Exclusion policy.

Following a third incident of challenging behaviour, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be excluded for a fixed term in line with the school's Exclusion Policy and determine the length of the exclusion.
- Although repeated unacceptable / challenging or serious behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget.

- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:
 - **Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
 - **Stage 2: Selected support** – the support and interventions delivered using the school's resources, led by the SENCO.
 - **Stage 3: Targeted support** – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request a My Support Plan / EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan if deemed appropriate.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Behaviour Management Plan will be created to outline the necessary provisions in place.
- The behaviour support team will be informed and will complete a common assessment framework if multi-agency support is necessary.
- If behaviour is increasingly volatile, the behaviour support team will be informed, and a Pastoral Support Plan implemented.

Following a fourth incident of challenging behaviour, the following sanctions are implemented:

- The headteacher will enforce a fixed-term exclusion in line with the school's Exclusion Policy.
- The local pupil referral service may be contacted to conduct a home visit to offer support to the pupil and their family.
- When the pupil returns to the school, the headteacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.
- When returning to the school, the pupil will have an Behaviour Management Plan in place.
- Parents will be made aware, in writing, that a further incident could result in permanent exclusion.
- Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

15. Isolation rooms

The school may decide to move pupils to a separate room away from other pupils for a limited period – these are known as isolation rooms.

The school will only move pupils to isolation rooms where absolutely necessary, and where strategies as outlined in this policy have been followed and have failed to resolve the behaviour issue. The school will ensure that pupil's health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the isolation room will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept in isolation any longer than necessary. The time in isolation will be proportionate to the severity of the unacceptable behaviour.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation. The headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

16. Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction, both during and outside of school hours.

All teachers at the school can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.

The following indicate the times during which detention can be issued outside of school hours on any school day where the pupil is not authorised to be absent

Parental consent will be sought for detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, a minimum of 20 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has identified caring responsibilities which would make the detention unreasonable.
- How the pupil will get home following the detention and whether this is safe for the child.

17. Behaviour off school premises

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

The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can appropriately and proportionately discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of the Senior Leadership Team, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

18. Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on a regular basis.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are trained in the approved methods of physical intervention in line with the school's Positive Handling Policy.

All staff will also receive training on the common symptoms of SEMH problems, what is and is not cause for concern, and what to do if they think they have spotted a developing problem.

Teachers and support staff will receive regular and ongoing training as part of their professional development.

19. Monitoring and review

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

This policy will be made available on the school's website.

Behavioural Incident Form

Name of pupil:		Year group:	
Date:		Time:	
Location of observation:		Name of staff member:	

Before the incident: what led to the behaviour?

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During the incident: what did the pupil do?

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After the incident: what were the consequences of this behaviour?

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Additional comments

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Behavioural Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time. The appendix covers behaviour expectations for pupils learning both on-site and remotely.

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

1. Enforcing control measures

The school ensures that infection control and social distancing rules are communicated effectively to all pupils. Staff are informed about the measures in place so they can enforce these rules at all times.

The school informs parents of any changes to provision outlined in this appendix. The school expects pupils to uphold these rules at all times. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.

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

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

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

2. Social distancing

General

Pupils adhere to the social distancing measures put in place by the school, which are fully set out in the school's Risk Assessment. Pupils form orderly queues, e.g. when waiting to use the toilets, and they are respectful and patient towards their peers.

Pupils are expected to:

- *Refrain from close contact with people who display symptoms of coronavirus.*
- *Maintain two metres distance as much as is practicable and refrain from touching their peers and/or staff where possible.*
- *Remain within their assigned bubbles.*

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

Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.

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

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

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

During sports and exercise activities

The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities. Sport will take place outdoors at this time.

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

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

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

3. Moving around the school

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

Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from the cloakroom to their classroom.

Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

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

4. Ill health and infection

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

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

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

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

5. The school premises

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

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

6. Breaktime and lunchtime arrangements

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

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

7. School uniform

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

Parents do not need to clean their child's uniform any more often than usual.

To prevent discomfort caused by increased ventilation, pupils are permitted to wear additional, suitable indoor clothing to keep warm.

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

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

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

8. Managing the behaviour of remote learners

Pupils who are learning remotely off-site are expected to adhere to this policy and the Pupil Remote Learning Policy, where applicable.

Pupils who have been instructed to shield or have been instructed to self-isolate will engage with remote learning if they are physically well enough to do so.

If pupils are unable to engage with remote learning the parents must notify the school as soon as possible to discuss the issue further.

The school expects pupils who are learning remotely to uphold good behaviour at all times and to:

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

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

9. Support for pupils

The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.

The school will continue to offer pastoral support to pupils who are self-isolating, shielding and/or vulnerable.

The relevant staff work with pupils who are struggling to re-engage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them engage with school life.

The school understands that some pupils have been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.

The SENDCo works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth transition between remote learning and on-site provision, where necessary.

Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.

The parents of pupils who require additional support to adapt to full school opening are contacted regularly to discuss concerns, and to build confidence in their child's engagement with school.

EHCP plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.

Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

10. Rewards and discipline

Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners.

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

The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to on-site provision. Additional support / time will be given where deemed relevant to support pupils.

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

11. Exclusions

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

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

The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable. Permanent exclusion will only be used as a last resort.

Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

12. Close contact behavioural management

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

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

Where possible, as long as behaviour does not present a danger, staff needing to restrain a pupil will consider applying PPE to protect themselves and the pupil from potential transmission of infection.

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

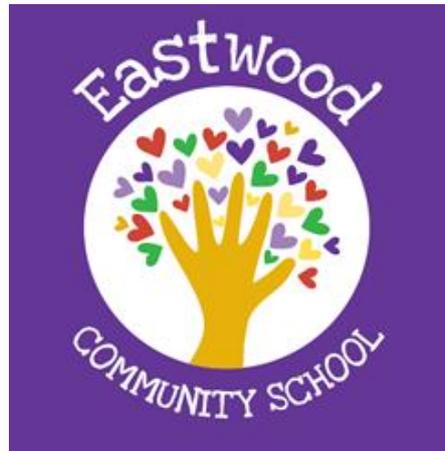
If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus, in line with the school's Risk Assessment.

13. Monitoring and review

Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures. Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

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

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



Building Brighter Futures Together

Weekly Behaviour Report Card

Name: _____

Class: _____

Date: _____

Eastwood Community School Behaviour Report Card

Name _____ Class _____ W/C _____

8:50 - 9:00	9:00 - 9:30	10:00 - 10:45	11:00 - 12:15	1:15 - 2:15	2:15 - 3:15	Parental signature
Registration and individual reading						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Pupil summary comment:

Parent summary comment:

Class teacher summary comment:

Headteacher summary comment

Green highlighting indicates appropriate behaviour, yellow indicates poorer than expected behaviour, pink indicates unacceptable behaviour