



# The Greville Primary School

## Behaviour Policy

Last Updated September 2024

Governors Committee Responsible:	Learning & Teaching
Policy Originator:	M Cushnie
Next Review Date	Spring 2025

## Rationale

At The Greville Primary School, we feel passionately that every child has the right to learn in a safe, calm and respectful environment, where high expectations of behaviour are held by both staff and children. This is achieved through building positive and supportive relationships between staff and children and for everyone to accept responsibility for their behaviour.

We promote a nurturing ethos and believe children learn best when they feel happy and secure. The Greville Primary School have specific values which underpin everything we do. These values are: **Kindness, Respect, Resilience and Responsibility.**

We recognise that some behaviour patterns children display are often a communication of the difficulties a child may be experiencing. We also recognise that adversity and trauma can occur in the lives of children and this can impact on what support children may need to learn to manage their feelings in the moment. In order to help all children, we work hard to build trusting relationships through which positive behaviours can be developed.

## Governing Body written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- Children are helped to take responsibility for their actions
- The exclusions guidance explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life

## 1. Policy Aim

This policy aims to:

- To create a culture of exceptionally good behaviour
- Provide a consistent approach to behaviour management that is applied equally to all children
- Ensure all adults and children understand the importance of building and maintaining positive relationships
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how children at The Greville are expected to behave
- Identify possible safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system for rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at particularly vulnerable

## **2. Legislation and statutory requirements**

This policy is based on advice from the Department of Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## **3. Bullying**

At The Greville, **bullying** is defined '*as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.*'

The school will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying.

Further information and advice is detailed in the school's Anti-bullying policy; a copy can be obtained from the school office or on the school's website.

## **4. Roles and responsibilities**

[The school governors](#) are responsible for reviewing and approving The Greville's written statement of behaviour principles for our school's community.

The school governors will also review this behaviour policy in and will also monitor the policy's effectiveness, holding the headteacher to account for its implementation.

[The headteacher](#) is responsible for reviewing this behaviour policy in conjunction with the governing body and staff. The headteacher will ensure that the school environment encourages and nurtures positive behaviour and ensure that staff deal with behaviour effectively and have training. He will also monitor how staff implement this policy and ensure that rewards and sanctions are applied consistently to all groups of children.

Staff at The Greville Primary School are responsible for:

- Modelling positive behaviour at all times
- Upholding high expectations for the behaviour of all children
- Building positive and supportive relationships with children
- Promoting and demonstrating the School Values: Respect, Resilience, Responsibility, Kindness
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents (in their behaviour folder (see appendix 1,2 & 3))

Parents/ carers are expected to:

- Support their child in adhering reading, understanding and signing the home-school agreement
- Support the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's class teacher promptly
- Encourage their child(ren) to follow and uphold The Greville's School Values

## **5. Recognition, rewards and sanctions**

At The Greville Primary School, different types of recognition and rewards are used to encourage and praise different types of behaviour. Whether that is rewarding attitude, effort, School Values or achievement. Below is a list of examples that may be used:

- Verbal praise for the positive behaviours our school wish to encourage
- Stickers
- House points
- *Just a note* cards, face to face chats, phone calls home to parents/carers
- Certificates (**PROUD** award or **G-Award**) presented at weekly Celebration Assemblies
- Proud walks, where learning achievements are shared with adults
- *Snack and chat* with the Headteacher
- Leadership roles such as House Captain, School Council, Eco Committee, Wellbeing Ambassadors

The school may also use one or more of the following sanctions in response to unacceptable/unexpected behaviour:

- Visual/ verbal reminder
- Thinking/ reflection time supervised by an adult for a period of time
- Reflection task
- Expecting work that was not completed during lesson time to be completed at break or lunch time
- Referring the pupil to a senior member of staff (Year Group Leader, Assistant Head, Deputy Head or Headteacher)
- Letters/notes, face to face conversation, phone call home to parents/carers
- Removal from class for the morning/afternoon
- Suspension/ permanent exclusion

## 6. Behaviour management

At The Greville, our behaviour management is centred around positive reinforcement, praise and the establishing and building of respect.

Classroom management – Teachers and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain stimulating environments that encourage pupils to be engaged and participate in active learning
- Display their class rules that consider the child's voice and our School Values:  
*Resilience, Responsibility, Respect and Kindness*
- Develop a positive relationship with all pupils in their class, which may include:
  - Greeting pupils in the morning
  - Establishing clear routines and learning expectations and following them at all times
  - Communicating expectations of behaviour
  - Highlighting and promoting good behaviour
  - Establishing mutual respect
  - Concluding the day positively and starting the next day afresh
  - Following the school's plan/ policy for dealing with low-level disruption
  - Using positive reinforcement

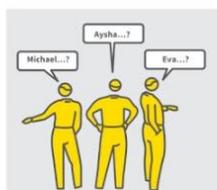
To help with positive classroom management, teachers follow the 5 step strategies from the evidence based Walkthrus. These include:



**ESTABLISH NORMS  
AROUND CLEAR ROLES  
AND BOUNDARIES**



**COMMUNICATE KINDNESS**



**LEARN NAMES AND USE  
THEM**



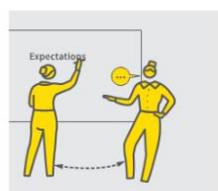
**COMBINE ASSERTIVENESS  
WITH WARMTH**



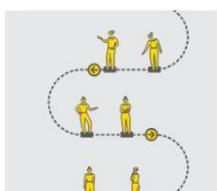
**ALWAYS BE THE ADULT  
WITH WARMTH**



**DECIDE YOUR  
EXPECTATIONS**



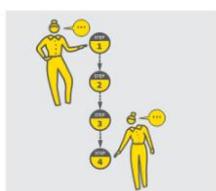
**COMMUNICATE YOUR  
EXPECTATIONS**



**REINFORCE YOUR  
EXPECTATIONS**



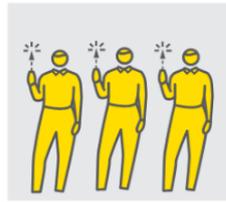
**REDIRECT, CORRECT OR  
CHALLENGE**



**SUSTAIN YOUR  
EXPECTATIONS**



CHOOSE A SIGNAL



REHEARSE THE SIGNAL



GIVE THE SIGNAL



PAUSE



INSIST

## 6.1 – The Zones of Regulation

At The Greville, we use The Zones of Regulation as a way of equipping children with the tools needed to monitor and manage their emotions. Although this is not a behaviour strategy, it promotes and supports the children in finding ways to remain calm, focused and ready to learn. When children are focused and ready to learn, their behaviour is also conducive to learning. Zones of regulation is a systematic, cognitive approach used to teach children how to regulate their emotions by categorising feelings and states of alertness into four concrete-coloured zones. The Zones of Regulation framework provides strategies to teach children to become aware of recognising, naming and choosing a 'tool' to manage their emotions and impulses, thereby improving their ability to solve potential conflicts.

There is a consistent approach to using The Zones throughout the school, the language and visual supports of Zones are referenced by all adults throughout all Key Stages. See below for examples of consistent language.

*Expected behaviour - the things we do and say that are friendly, helpful and respectful to others. Doing what is expected based on where we are and who we are with.*

*Unexpected behaviour - These are the things we do or say which make other people uncomfortable and are not respectful or helpful to others.*

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

# The ZONES of Regulation

<p><b>Blue Zone</b></p> <p>Sad Bored Tired Sick</p>	<p><b>Green Zone</b></p> <p>Happy Focused Calm Proud</p>	<p><b>Yellow Zone</b></p> <p>Worried Frustrated Silly Excited</p>	<p><b>Red Zone</b></p> <p>overjoyed/Elated Panicked Angry Terrified</p>

## 6.2 - Sanction Ladder & Definitions of behaviour

### Low-level

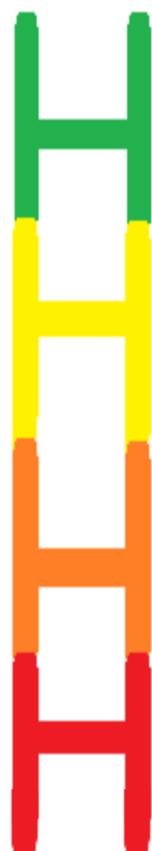
At The Greville, we categorise low level/ unexpected behaviour as: *chatting off task during lessons, calling out without permission, answering back, reluctant to start a task, showing lack of respect for each other, staff and school resources etc.* These behaviours would be persistent behaviours. Showing signs they are in the blue or yellow zone.

### Mid-level

This would describe any *unexpected* behaviour that stops the flow of teaching and disturbs learning. This could take the form of *shouting, verbal aggression towards other children and staff, swearing, moving around the classroom without permission, refusing to follow instructions.* Showing signs they are in the yellow zone/ tipping into red zone.

### High-level

High-level behaviour would need immediate intervention. This can be categorised by a pupil putting themselves or others in danger by displaying extremely dysregulated behaviour. This could be: *throwing objects, becoming physically or verbally aggressive with others, using any discriminatory language, putting themselves or others at risk. Other examples could include theft or vandalism.* Showing signs they are in the red zone.



### Sanctions ladder

- Children working and focused/ engaging well with task
- **Low-level:** Child receive a verbal/non-verbal warning
- If behaviour continues, first warning is given and child is reminded of expectations
- If behaviour continues, second warning is given and child loses 5 minutes of their next playtime
- If there are no changes in behaviour a third warning given – child given ‘reflection time’ out of class
- **Mid-level:** Child receives fourth warning/ refuses to leave classroom – Year Group Leader (YGL) is called to support
- Child will miss their next playtime and will sit with/outside YGL room and spend the time reflecting on their behaviour and the impact it has had on others. Parents may be informed at this stage and a restorative task may be completed.
- **High-level:** If a child is endangering others, remove pupils from the classroom and one of the Leaders of Learning is called to assist
- Headteacher involvement and parents called.

\* A child can be moved straight to a more serious consequence depending on the displayed behaviour

### Serious incidents

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters will be referred immediately to a Leader of Learning and recorded on CPOMS. Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments

- Child on child abuse
- Physically striking adults
- Verbally abusing adults

### SOS Blue Card

On very rare occasions, if a child exhibits extreme unexpected behaviour and learning and teaching is not able to take place, a blue SOS card is used. All staff carry one in their personal ID lanyard. A child will take the card and find an appropriate adult; either a senior teacher to help with the disruptive child or another adult to supervise the class while the class teacher deals with and supports the child.

## 6.3 Suspension and Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Suspension and permanent exclusion will always be a last resort and The Greville believes that, in general, these are not an effective means of moving behaviour forward. **Permanent exclusion** should only occur when a risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the child concerned, or to other children or staff at the school.

If a child seriously breaches the school's behaviour policy, and if remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to **suspend** for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a suspension, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a 'fresh start' and where a child has transgressed it is expected that they will be treated positively and fairly.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- i. Physical assault against a pupil
  - ii. Physical assault against an adult
  - iii. Verbal abuse or threatening behaviour against a pupil
  - iv. Verbal abuse or threatening behaviour against an adult
  - v. Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
  - vi. Bullying
  - vii. Racist abuse
  - viii. Abuse against sexual orientation or gender reassignment
  - ix. Abuse relating to disability
- a) The process is in accordance with [DFE](#) and Surrey Exclusions Guidance.
  - b) Section 103 of the Education and Inspections Act 2006 places a duty on parents to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each exclusion. Alternative education provision will be made from the sixth day of any exclusion and failure to attend such provision without good reason will be treated as unauthorised absence.

## 6.4 Physical restraint- use of reasonable force

In *some* circumstances, staff may use reasonable force to restrain a pupil to prevent them from causing disorder, hurting themselves or others or if they are damaging property. Incidents of physical restraint must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Any adult that uses physical restraint will have had training on how to restrain safely
- School will follow the relevant guidance [Use of reasonable force in schools](#)

## **6.5 Removal from Class**

Only for serious behaviour reasons, will a pupil be removed from the classroom at the instruction of a member of staff, for a limited period of time. It will be deemed a serious sanction once other behavioural strategies have been attempted. This is to be differentiated from circumstances in which a pupil is asked to leave the class room briefly for a conversation with a member of staff or reflection time and then return following this.

The removal of a pupil will allow for the continuation of the pupil's learning in a supervised-on site location. Removal from the classroom will only be used in order to maintain the safety of all pupils, to allow the pupil to regain calm in a safe space enable a disruptive pupil and to allow the pupil to continue their learning in a managed environment. Parents will be informed on the day if their child has been removed from a classroom. The school will collect, monitor and analyse removal data in order to look for patterns and to consider its effectiveness.

Removal is not the same as when a child needs to be taken out of the classroom to regulate their emotions due to sensory overload as part of a planned response.

## **6.6 Tracking and monitoring individual/ class behaviour**

Unexpected behaviour is monitored and logged by the class teachers in a **green** behaviour folder. Incidents are logged and documented on the tracking document (see appendix 1). This allows class teachers to identify patterns in behaviour and act accordingly. If a child is presenting more consistent unexpected behaviours, they are given their own behaviour log that allows teachers to track more closely (see appendix 2). More serious incidents are recorded on the schools electronic reporting system, CPOMS. Year Group Leaders feedback to senior leaders on a half termly basis and the behaviour leader will monitor the logs. Governors receive a termly update from the head teacher with regards to behaviour across the school.

If the class teacher/ YGL or member of the Senior Leadership Team (SLT) feel that a child needs closer monitoring to help support 'expected' behaviours they will be put on a **behaviour monitoring card** (Appendix 4). The class teacher will come up with two behaviour targets that will be discussed and shared with the child, these targets will be monitored initially for two weeks. If the class teacher/ YGL or member of SLT believe that the child has made positive changes to their behaviour, they will be taken off the monitoring card. However, if the behaviour does not improve after two weeks, the targets will be adjusted at the child will remain on the monitoring card and this will be reviewed again in two weeks time.

## **6.7 Pupil Support**

Those pupils with Special Education Needs and disabilities (SEND), as well as those with additional challenges, will be taken into consideration when administering consequences and rewards and our approach will be appropriately measured and flexible.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENDCo and may have a School Support Arrangement (SSA) or an Individual Behaviour Plan highlighting the children's needs and the differentiated approaches known to be successful strategies. The pupil may have their own individual behaviour log to track types of behaviour or patterns to see where more support could be implemented.

The school will work with parents to create the plan and review it on a regular basis. Other agencies may become involved to assess the needs of the pupil. The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

At The Greville, we will anticipate likely triggers of misbehaviour and put in place support to try to prevent them. The school has a designated Mental Health team who will offer support to children with specific emotional/behavioural needs. This may take the form of ELSA or THRIVE sessions, drawing and talking sessions, PAWs therapy sessions or in some cases working with Learning Space.

## **7. Zero-tolerance approach to sexual harassment and sexual violence**

At The Greville, we will ensure that all incidents of sexual harassment and/ or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be.

Following a report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident should be considered on a case-by-case basis.

- a) Incidents of child-on-child sexual violence or sexual harassment will be investigated using the Brooks Traffic Light Tool to categorise the sexual behaviours of young people. Support will be provided and a referral to the Children's Single Point of Access (C-SPA) may be appropriate (in line with our Safeguarding Policy).
- b) The Greville is clear in every aspect of its culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned including what learning needs to take place to prevent repeat incidents

Please refer to our [Child Protection and Safeguarding Policy](#) for more information on the website.

## **8. Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaving when the pupil is:

- Taking part in *any* school-organised or school-related activity (e.g. school trips/ visits)
- Travelling to and from school
- Wearing school uniform

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or when the pupil is under lawful control of the staff member (e.g. on a school-organised trip)

## **9. Searching (and Confiscation)**

Staff reserve the right to screen all pupils for banned objects – this could involve asking pupils to turn out their bags or searching lockers. It may occasionally be necessary to search a pupil with their consent. This will only be done in extreme circumstances when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by senior members of the teaching staff, authorised by the headteacher.
- Searches will be carried out, out of sight of other pupils.
- There will always be two members of staff present when a search takes place. Wherever possible, both members of staff will be of the same sex as the pupil.
- All searches will be logged
- Parents/carers will always be informed if a pupil has been searched and the result of that search.
- Pupils will NOT be searched without their consent. If the school has reason to believe the pupil requires searching and he/she refuses consent the Police will be called and parents/carers informed. (For more information see DfE Guidance, '[Screening, Searching and Confiscation](#)')

## **10. Confiscation**

The school has the power to confiscate any item which is illegal or banned from school. In most circumstances staff will confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply.

- Illegal items (fireworks, weapons or substances) will be handed to the Police.
- Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g. chewing gum) will be disposed of.
- High value items (£20+) e.g. mobile telephones etc, which are confiscated will be held securely until a parent/carer makes arrangements to collect them.

On a day to day basis mobile phones must be handed in to the class teacher for safekeeping and will be returned at the end of the day.

## **11. Safeguarding pupils**

At The Greville, we recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them

suffering, or being likely to suffer significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

At The Greville, we use a system known as CPOMs to record and track behaviour and safeguarding concerns. These records are visible to our Safeguarding Team and relevant Year Group Leaders.

## **12. Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) in the summer term. In addition to this, staff members hold thorough handover meetings to discuss the academic, social and behavioural needs of the children they will be inheriting. To ensure that behaviour is continually monitored and the right support is in place for each child, behavioural logs will be passed on to the child's next teacher.

## **13. Monitoring arrangements**

This behaviour policy will be regularly monitored by the Headteacher and Governing body. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development. The monitoring will be able to help highlight trends which may need addressing.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Child protection and safeguarding policy
- Online safety policy
- Suspension and Exclusion guidance
- Staff Code of Conduct

### **Review Schedule**

<u>Committee</u>	<u>Full Governing Body</u>	<u>Comments</u>
<u>Learning &amp; Teaching</u> <u>October 2022</u>	<u>October 2023</u>	
<u>Learning &amp; Teaching</u>		

# Appendices

## Appendix 1.

### General, low-mid behaviour log form

### The Greville Primary School

Class behaviour tracker

<b>Date and children involved</b>	<b>Brief summary of the incident and follow up actions if needed</b>

## Appendix 2.

### Individual tracking document

# The Greville Primary School

## Individual behaviour tracker

Name: \_\_\_\_\_

SEND: yes/no

Child has 1-1: yes/no

Class: \_\_\_\_\_

LAC/PLAC: yes/no

CP: yes/no

PP: yes/no

<b>Date/ time/ location</b> <i>Was there a trigger, can you see a pattern?</i>	<b>Behaviour witnessed</b> <i>Detail type of behaviour displayed</i>	<b>Intervention used</b> <i>What strategies were used to diffuse situation/ support child?</i>	<b>Result</b> <i>Was the situation diffused/ was a consequence needed?</i>	<b>Information shared</b> <i>How was the incident reported to child's carers/ YG/ SLT/ CPOMs?</i>

## Appendix 3.

### The Greville Serious Behaviour & Incident Log

Involvement: <i>Who was involved and what part did they have in this incident?</i>					
<b>Name/ Date</b>	<b>What part did they play in the incident?</b>				
Type: <i>What sort of incident was this?</i>					
Accident	Physical incident on a pupil	Physical incident on an adult	Excluding a child from an activity on purpose	Damage to Property	
Disruptive Behaviour	Swearing pupil to pupil	Fighting	Rudeness to adult	Racist incidence	
Homophobic Incidence	Theft	Running off without permission	Verbally mean/inappropriate pupil to pupil	Swearing pupil to adult	
Other:					
Impact: <i>What happened to other children as a result?</i>					
No noticeable signs	Emotional / Upset	Physically Hurt - No First Aid Required	Physically Hurt - First Aid Required		
Location: <i>Where did this incident take place?</i>					
Classroom	Hall	Corridor	Toilets	Field	Trim trail
Main junior playground	Main infant playground	Quiet playground	Astroturf pitch	Other:	
Time: <i>When did this incident take place and at what time?</i>					
Before School	Morning - Session before break	Morning Break	Morning-Session after break	Lunchtime	Afternoon Session
After School	Club	Beyond School Day	Wet Play	Other:	

<p><b>What happened?</b> (Refer to restorative approach principles below when necessary)</p> <p>What were you thinking when it happened?</p> <p>What did you feel inside when it happened?</p> <p>How are you now? Who else has been affected?</p> <p>What do you need to feel better?</p> <p>What needs to happen to put things right?</p>					
<p><b>Initial Actions and consequences:</b></p>					
<p><b>Adult Signature:</b></p>	<p><b>Date:</b></p>				
<p><b>Shared with class teacher</b></p>	<p>Yes or No</p>				
<p><b>Leadership Team Follow-Up (if required)</b> <i>Any other actions</i></p>					
<p><b>Have Parents been contacted? (record below)</b></p>	<p>Yes / No</p>	<p>Telephone</p>	<p>Email</p>	<p>Letter / Note</p>	<p>Face to Face</p>
<p><b>Feedback from Parent (if relevant) :</b></p>					

# Appendix 4.

## Behaviour monitoring card

Name: \_\_\_\_\_

Week commencing: \_\_\_\_\_

Class: \_\_\_\_\_



### Behaviour monitoring card

Target 1: \_\_\_\_\_

Target 2: \_\_\_\_\_

	Morning	Mid-morning	Lunch	Afternoon	Signed SLT	Signed pupil
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						