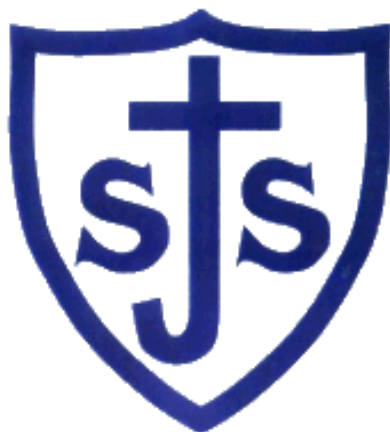


ST JOSEPH'S CATHOLIC PRIMARY SCHOOL
CRAYFORD



BEHAVIOUR POLICY

Learning and growing together with Christ

Updated:	Autumn 2025
To be Reviewed:	Autumn 2028
Approved by:	Full Governing Body

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1. Aims

This policy aims to:

- Create a positive culture with Gospel values at the heart that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [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](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

As a Catholic school, this policy is further informed by:

- Gospel Values for Catholic Schools, Raymond Friel, 2017

As a Rights Respecting school, this policy responds to:

- UN Convention on the Rights of the Child - <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

3. Catholic Context

As a Catholic school, the Gospel Values should be at the heart of any Catholic education, emphasising Christ as the foundation of all that we do as a school.

Gospel Values	Scripture
Compassion kindness, service of neighbour	"If you love those who love you, what credit is that to you? For even sinners love those who love them." Luke 6:32
Non-violence gentleness	"But Jesus said, 'No more of this!' And he touched his ear and healed him." Luke 22:51
Justice action against wrong doing	"Then he entered the temple and began to drive out those who were selling things there." Luke 19:45
Integrity honesty, truth-telling	After the Ascension, Peter and John were summoned before the Council of rulers, elders and scribes in Jerusalem and ordered to speak no more of the resurrected Jesus. Peter and John were unmoved by the order, stating they "cannot keep from speaking about what [they] have seen and heard." Acts 4:20
Preferential option for the lost and the least	"Rejoice with me, for I have found my sheep that was lost." Luke 15:6
Love generosity, magnanimity	Jesus said, "I give you a new commandment: that you love one another; you must also love one another just as I have loved you." John 13:34
Forgiveness reconciliation	"If your brother or sister does something wrong, you must rebuke the brother or sister, and if there is a change of heart, you must forgive." Luke 17:4
Hope resilience, perseverance	A child is born to a poor unmarried teenage girl in a forgotten backwater of the Roman Empire. The Angel Gabriel explains to Mary that the child "will be called the Son of the Most High." Luke 1:32

4. Rights Respecting Context

As a Rights Respecting school, we seek to promote and give due regard to the UN Convention on the Rights of the Child.

Article 2 Non-discrimination	The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
Article 12 Respect for the views of the child	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
Article 19 Protection from violence, abuse and neglect	Ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by... anyone else who looks after them.

Article 28 Right to education	Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.
Article 37 In humane treatment	Children must not... suffer cruel or degrading treatment or punishment.

5. Definitions

Incidents of behaviour will be classified as:

- Thoughtless
- Hurtful
- Bullying

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude, not treating others with respect
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items, which includes mobile phones during the school day.

National minimum expectations for behaviour are:

- the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe, and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively.

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Further information about our school's measures to prevent all forms of bullying can be found in our Anti-Bullying Policy.

7. Roles and responsibilities

7.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The Governing Body will also review this behaviour policy in conjunction with the Executive Head Teacher and Head of School and monitor the policy's effectiveness, holding the Head of School to account for its implementation.

7.2 The Executive Head Teacher and Head of School

The Executive Head Teacher and Head of School are responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1).

The Executive Head Teacher and Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

7.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling positive behaviour
- Reinforcing the child's voice being heard through the display and use of "Five trusted adults" poster and "Who can you talk to if you are worried" poster
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents (see appendix 2 for a behaviour log)
- Raising concerns swiftly for pupils exhibiting serious misbehaviours with the senior leadership team

The senior leadership team will support staff in responding to behaviour incidents, whilst being mindful that this support should not replace and therefore undermine, even non-intentionally, the authority of individual staff.

7.4 Parents and carers

Parents and carers are expected to:

- Support our child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect our child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

7.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

8. School key agreements

Pupils are expected to:

- Keep their hands and feet to themselves
- Follow instructions
- Treat everyone with respect

9. Responding to behaviour

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct, promise tree or classroom charter and excellent learners poster
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning and after lessons breaks with a handshake and welcome
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

9.2 Safeguarding

The school recognises 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information.

9.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Praise
- Recognition on the excellent learners board in the classroom
- Commendation in the weekly proud assembly
- Recommendation to a senior leader, Head of School or Executive Head Teacher
- Recognition through the school's monthly newsletter

9.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- A non-verbal signal
- A verbal choice
- A verbal reprimand
- An individual workstation
- Expecting work to be completed at home, or at break or lunchtime (this cannot be a routine sanction and should only be applied sparingly)
- Detention at break or lunchtime
- Referring the pupil to the available member of the leadership team via the school office
- Referring the pupil's behaviour causing concern to the relevant phase leader
- Letters or phone calls home to parents (appendix 3)
- Providing a "check in" opportunity
- Behaviour support plan drawn up (appendix 4)
- Behaviour Report Card (appendix 5)

All completed behaviour report forms must be filed in the pupil files in the staff room.

9.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force 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/carers (see appendix 2 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on [searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 5) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to parents/carers after discussion with senior leaders if appropriate.

Searching a pupil

Searches of a pupil will only be carried out by the Executive Head Teacher or Head of School, and there will be another member of the designated safeguarding lead (DSL) team present as a witness to the search. Such searches will only be carried out if it is judged that there is a high level of risk of harm to self and/or others and urgent action is required to reduce that risk.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Pencil cases
- Lunchboxes
- School bags
- PE bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 5) and items identified in the school rules. A member of the designated safeguarding lead (DSL) team can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single member of the designated safeguarding lead (DSL) team.

9.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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 trip/event
- Poses a threat to another pupil or themselves or staff or volunteer helpers or public

- Could adversely affect the reputation of the school

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

9.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Executive Head Teacher or Head of School will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.10 Zero-tolerance to sexual harassment and sexual violence

The school 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 uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

9.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

10. Serious sanctions

10.1 Detention

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

10.2 Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- To allow the pupil to regain calm in a safe space.

Incidents of removal from classrooms must:

- Be of an appropriate length of time
- To a removal location that is appropriate and supervised by a member of staff
- Be recorded and reported

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal.

10.3 Suspension and permanent exclusion

The school 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. The decision to suspend or exclude will be made by the Executive Head Teacher and/or Head of School and only as a last resort.

Please refer to our Suspension and Exclusions Policy for more information.

11. Responding to misbehaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

11.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

12. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

13. Training

Our staff are provided with annual training on managing behaviour and receive induction training around this policy when first joining the school. Behaviour management will also form part of continuing professional development.

Appendix 1: Written statement of behaviour principles

Good behaviour in schools is central to a good education.

Even successful schools need to be continually working to maintain high standards of behaviour.

Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning.

In St Joseph's, we have three key agreements. Pupils are expected to:

- Keep their hands and feet to themselves
- Follow instructions
- Treat everyone with respect.

In St Joseph's, we aim to:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of pupils
- Promote, among pupils, self-discipline and proper regard for authority
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education
- Otherwise regulate the conduct of pupils.

In St Joseph's, we understand that:

- Pupils should be taught explicitly what good behaviour looks like
- Some pupils will need additional support to reach the expected standard of behaviour
- When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring
- Parents are the first educators of their children and will be involved in the measures needed to ensure all children behave well in school.

In St Joseph's, we use the STEP model when we are faced with challenging circumstances:

- Space
- Time
- Empathy
- Patience

Appendix 2: Behaviour log

Serious misbehaviour incidents are recorded in the school's behaviour incident log by the Head of School or Executive Head Teacher.

Pupil name:	
Year and class:	
Summary of incident:	
Incident classification:	1. Thoughtless 2. Hurtful 3. Bullying
Date of incident:	
Name of victim:	
Place of incident:	
Sanctions applied:	
Parents informed:	
Moving forwards steps:	
Behaviour factors to consider:	
SENCO informed:	

Type of behaviour	
Activity	
Location	
Date/Time	
Description of Incident	
Comments/Action Taken	
Recorded by	
Status (review/resolved)	
Parent/Carer informed	
Action Taken	
Other staff involved	
Other pupils involved	

Appendix 3: Template letter to parents about serious misbehaviour

Date

Dear [parent/carer name]

On [date] [pupil name] had a serious misbehaviour which breached the pupil code of conduct.

[factual description of incident(s)]

[initial steps taken to address the serious misbehaviour]

In order to reinforce for [pupil name] that s/he is very welcome in her/his classroom, but that these choices are not, I have arranged for [pupil name] to [further steps detailed]. Whilst such [further steps] are not ideal, I think that it might help [pupil name] to understand that [extract from pupil code of conduct] is one of our key agreements in school.

I would be grateful if you would discuss this with [pupil name] again at home and know that he will be very welcome back in his own class again on [date]. Please do not hesitate to contact me if you have any questions, queries or feedback regarding this letter.

Thank you for your support.

Yours sincerely,

Appendix 4: Behaviour support plan

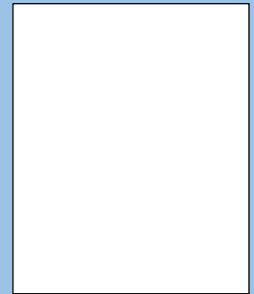
St Joseph's Catholic Primary School



Behaviour Support Plan

Child's Name

Year Group: _



Date of birth:

Medical conditions/needs:

Date plan starts:

Review Date :

Staff working with the pupil:

Challenging behaviour

•

Targets

•

Strategies for positive behaviour

•

Early warning signs/ Proactive responses

•

Reactive strategies

•

Support after an incident

•

Agreement

Parent name:

Staff name:

Parent signature:

Staff signature:

Date:

Date:

Appendix 5: Behaviour Report Card

Week Beginning: _____

Name - Behaviour Report Card

Class - am

	Monday	Tuesday	Wednesday	Thursday	Friday
Good (comment)					
Problem (comment)					

Morning Break

	Monday	Tuesday	Wednesday	Thursday	Friday
Good (comment)					
Problem (comment)					

Lunchtime - Dining Hall

	Monday	Tuesday	Wednesday	Thursday	Friday
Good (comment)					
Problem (comment)					

Lunchtime - Play

	Monday	Tuesday	Wednesday	Thursday	Friday
Good (comment)					
Problem (comment)					

Class - pm

	Monday	Tuesday	Wednesday	Thursday	Friday
Good (comment)					
Problem (comment)					

Signed: _____
Class Teacher

Signed: _____
Parent/Carer