



Behaviour Policy

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Behaviour Policy

Rownhams St John's CE Primary School

At Rownhams St John's, we believe in giving every child the life chances they deserve. We believe that by working together we can give every child the chance to thrive in a rapidly changing world that is full of challenge and opportunity. The way that we do this is by developing the whole child. Our approach to managing behaviour in school is central to this aim. At all times we remember:

"All behaviour is a form of communication"

Our Principles of Behaviour Management

We believe all good behaviour management is underpinned by:

- **Relationships** *positive, meaningful relationships between adults and children;*
- **Positive Recognition** *an overwhelmingly positive approach, where adults prioritise the recognition and celebration of good behaviour and achievement;*
- **Calm** *adults maintaining a calm and considered approach at all times, using language that models and reinforces our **School Values**. For example, "At Rownhams, we show 'love' by...";*
- **Restorative** *developing empathy and understanding of actions and choices through restorative practice;*
- **Adaptable and Personalised** *remembering that 'managing behaviour is an art and not a science' and therefore, reflecting on our plans and adapting our approach to enable **all of our children** to succeed.*

Our School Rules: Our Values in action at Rownhams

At Rownhams, all of our behaviours and actions are guided by our core Christian Values: Love, Joy and Responsibility. We have 3 simple rules that underpin these values.

Be Kind	Be Safe	Be ready to learn
We demonstrate love by being kind to those around us.	We act responsibly in order to keep ourselves and others safe.	We show joy through our positive attitudes and readiness to learn.

When you walk around our school, you will see our School Values in action in many ways but specifically through the following:

- **Meet and Greet** All teachers demonstrating love and kindness by meeting and greeting children at the door every morning with a smile and a warm welcome.
- **Praise** All members of the school community modelling joy by publicly praising children for positive behaviour in a range of ways (and saving reprimands and consequences for private conversations).
- **Sensible walking and polite manners** Children demonstrating responsibility by behaving appropriately in communal and shared areas, for example, using quiet indoor voices, walking at all times and displaying exceptional manners to each other.

Positive Reinforcement

We highly value and strive to develop children who are intrinsically motivated. We employ a range of strategies that encourage this and celebrate achievement and effort. We use the following rewards for children who show our School Values and for general good behaviour (not an exhaustive list):

Individual Praise

- **Specific Verbal Praise** that relates to School Values or Learning Buttons where possible.
- **Specific Written Praise** - Teachers will send home postcards to those children who regularly demonstrate our school values.
- **Hot Chocolate Friday** (with the Headteacher) - for children who consistently demonstrate the School Values
- **Individual House Points** - awarded for displaying our School Values or school Learning Buttons. Children will receive certificates for achieving significant milestones (e.g. 100 House Points).
- **Phone Calls** - Teachers will phone home to celebrate achievements
- **Weekly Certificates** - to celebrate good learning and demonstration of the School Values.
- **School Value badges for exemplary behaviour** - these will be presented during celebration assembly for exemplary behaviour. These names will be added to the weekly newsletter.

Collective Rewards

- **Whole class reward** - a collective whole class reward that the class works together to achieve. This can be tailored to the class and the teacher's style (for example, collecting marbles in a jar). The agreed frequency of these rewards are as follows:
 - For KS1: once or twice every two weeks for 20 to 30 minutes (between 3 and 6 for every half term);
 - In KS2: once every three to four weeks (or once or twice per half term for 30-60 minutes)
- **House Points** - Children will earn house points for their school house team (Nutshalling, Lakeside, Balmoral or Fernyhurst). These will be collected each week and the winners will be announced in celebration assembly. House colour ribbons will be added to the school trophy which will be displayed prominently.

Examples of positive behaviour in action

The following table outlines positive examples of what our School Values can look like in action and where children can be rewarded:

	Examples of positive behaviour
Love	<ul style="list-style-type: none">● Showing kindness by helping others● Being a good listener● Using kind words and complimenting others● Holding the doors open for others● Looking after the world● Show love to oneself and looking after your mind and body
Joy	<ul style="list-style-type: none">● Smiling and greeting others● Persevering when things get tough● Demonstrating a positive attitude to learning● Giving joy and happiness to others● Striving to be the best you can be (for example, improving your handwriting or your reading)● Being a reflective learner● Being able to admit mistakes and be willing to go and correct them● Ask, 'what if?' questions
Responsibility	<ul style="list-style-type: none">● Being ready to learn by having all of your equipment ready● Demonstrating responsibility for your own learning by working hard● Looking after the school resources and grounds● Turning up to school on time everyday● Taking on additional roles within the school and doing them well● Walking around the school and staying safe● Having the courage to take risks● Caring for our community.● Standing up for what is right, for example, climate change.

Consequences

We use positive praise and rewards wherever possible but when this is not successful, we follow the steps outlined below:

1. Distraction and de-escalation
2. 1st reminder
3. 2nd reminder
4. Reflection time
5. Consequence
6. Phase Leader intervention
7. Head, Deputy or Assistant Headteacher intervention

The above steps have been detailed below:

<p>STEP 1 Distraction and de-escalation</p> <p>Remember: <i>'Attend to the whispers before they become shouts'.</i></p>	<p>During lessons it's important to ensure distractions are minimised to maximise learning opportunities. We have adopted The Clifford Centre's 'Super Strategies' for Behaviour Management to reduce low level disruption and prevent escalation (more details can be found in an additional leaflet available on request)</p> <p>The Super Strategies:</p> <ul style="list-style-type: none"> ● Nice and Nice (Win-win choices) ● Nice and Nasty (Either... Or...) ● Take up Time (Give instructions then walk away) ● Ear-shotting (Speaking aloud with the child's ear shot) ● The Never Say No ('Yes, as soon as...') ● Don't say Don't (Frame instructions positively) ● Thanks, not Please ('Name... Instruction... Thanks') ● Use Conditioner ('When... Then...') ● Proximity Praise (Find someone nearby (anyone!) who is complying) ● Tactical Ignoring (The 'I can't hear or see you!') ● Don't lose face (The 'Ask Permission before doing') ● The Bogus Note (Send a child on an errand to give them time and space) <p>Where appropriate adults should refer to the School Values of love, joy and responsibility. Remember at Rownhams, we... [desired behaviour]</p> <p>Also, adults should use 'I-messaging' to generalise rather than personalise feelings. For example:</p> <p><i>I feel very sad when people spoil the story. It means that none of us can enjoy it and we all end up feeling sad.</i></p> <p>If the above strategies are unsuccessful at correcting the behaviour the reminder system must be followed as detailed below, whilst maintaining a calm and assured response at all times.</p>
<p>STEP 2 1st Reminder</p> <p>Reminder System</p>	<p><i>[Child's Name], I have let you know that we... [desired behaviour]. That's your first reminder'.</i></p> <p>Example: <i>[Child's Name], I have let you know that we use school resources appropriately. That's your first reminder'</i></p> <p><i>[Allow take up time]</i></p>
<p>STEP 3 2nd Reminder</p>	<p>If a child does not follow the request repeat the reminder, for example:</p> <p><i>[Child's Name], I have let you know that we use school resources appropriately. That's your second reminder'</i> <i>[Allow take up time]</i></p>

<p>STEP 4 Reflection Time</p>	<p>If a child does not follow the instructions for a third time then they must move to an appropriate quiet place to sit on their own (within or just outside the classroom) to reflect on their choices (use a sand timer where appropriate).</p> <p>Following the reflection time the child can return to their seat and continue learning.</p>
<p>STEP 5 Consequence</p>	<p>If a child continues to make the incorrect choices they will lose time from their break or lunch as appropriate to the behaviour and the child. For example, 5 or 10 minutes from break or lunch. This time must always be followed up with a restorative discussion with the child's class teacher (see below).</p> <p>NOTE: Children must never be asked to face a wall or any consequences that may shame or humiliate a child.</p>
<p>STEP 6 Phase Leader Intervention</p>	<p>If following the procedure above does not resolve the situation, support can be requested from the phase leader. This could involve the child continuing their learning with the phase leader in their class. When a Phase Leader is off site, children will be sent to another Phase Leader within the school.</p>
<p>STEP 7 Head/Deputy/Assistant Head Intervention</p>	<p>Finally, if the child continues to disturb the class in a way which disrupts the learning of others or acts in a physically or verbally aggressive manner towards others, the class teacher (or phase leader) may call for the support of a member of the senior leadership team.</p> <p>On assessing the situation, the member of the SLT may decide to:</p> <ul style="list-style-type: none"> ● support the class teacher to manage the behaviour in class ● remove the child temporarily with the intention to return the child once they are ready for learning ● issue an internal exclusion (which could be in another class or space around the school with a responsible adult) for an agreed period of time. <ul style="list-style-type: none"> ○ This will be recorded on our school appropriate recording system (CPOMs). Parents will be informed on the same day. ○ The child will be set learning, usually by the class teacher, to complete during this time. This so that the child continues to receive their education.
<p>Suspension and Permanent Exclusion</p> <p>Finally, the ultimate step is to explore possibilities for a suspension (formerly known as fixed term or temporary exclusion) or permanent exclusion in accordance with guidance from the Department for Education.</p> <p>This is explained in the relevant section which can be found here.</p>	

When following this approach remember to:

- Remain calm at all times, giving 'take-up' time between the steps (prevent before consequence)

- Follow up every time, retain ownership and engage in reflective dialogue with learners (this can be done by using a restorative approach as detailed below).
- Never walk past or ignore learners who are behaving badly.
- Report the incident on CPOMS.

Phase leaders and senior leaders should not deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to learners. This enables class teachers to retain ownership and develop positive relationships.

We strongly believe that individuals will be reprimanded in private and all conversations about behaviour will be carried out calmly and discreetly. Staff will not publicly shame any child. Likewise, whole class consequences will not be used and instead, **only those children** who have displayed poor behaviour will be issued with a consequence.

Persistent or unacceptably poor behaviour

When behaviour is deemed persistent or unacceptable Steps 5 to 7 can be applied immediately (according to the severity of the incident). The following behaviours are deemed unacceptable:

- Physically hurting another child or adult
- Aggressive or threatening behaviour
- Absconding from the class or the school building
- Leaving the school premises
- Discriminatory behaviour

All of the above behaviours **must** be communicated to the parent or carer of the perpetrator and the victim. These incidents **must** also be logged on CPOMS, using the relevant category to ensure they can be acted upon and tracked appropriately.

Restorative Practice

When a child has made the wrong choice we adopt a restorative approach through a meaningful conversation between the harmed person, the wrongdoer and the child's class teacher. The following questions may be asked as part of the restorative process:

The harmed person	The wrongdoer
<ol style="list-style-type: none"> 1. What happened? 2. What did you think / feel? 3. Who else has been affected/how? 4. What was the hardest thing for you? 5. What do you think needs to happen to make things right? 	<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking? 3. How were you feeling? 4. Who has been affected by this? 5. What do you need to do now to make things right?

Individual Challenging Behaviours

Some children may regularly exhibit behaviour that is not consistent with the school's expectations and is therefore unacceptable. It needs to be recognised that when a child behaves in an unacceptable way, there is often an underlying reason, for example: low self-esteem, and we need to look for the causes or triggers. In these instances we adopt our policy on a personalised basis. At each stage through the process, parents and carers need to be involved and informed of concerns about their behaviour. The following approaches can be applied:

- [Personalised Behaviour Plan](#) drawn up to support the child and teacher to improve and manage challenging behaviour. Shared and agreed with the parents, where appropriate
- [Behaviour Contract](#) (drawn up with child, parents, class teacher and a member of Senior Leadership Team, which is tracked within a [Report Card](#))
- Track behaviour through the implementation of ABCC* charts to enable analysis of behaviours (*Antecedent-Behaviour-Consequence-Communication)

Emotional Wellbeing and Support

To help improve behaviour and emotional wellbeing in our children we may adopt the following approaches. (These are not exclusive to only poor behaviour but may enable changes in behaviour):

- ELSA for developing emotional literacy in our children
- Nurture to build on the foundations of strong, positive relationships
- Thrive activities (Starfish) to develop a sense of self, enable self-regulation and empathy towards others.
- Liaison with Primary Behaviour Service for advice, guidance, outreach and inreach support.

Anti-Bullying

At Rownhams St John's, we strive to be a safe school where children and adults feel free to share information and talk openly. We have a clear understanding of what is meant by bullying and believe that bullying is totally unacceptable. Bullying is never tolerated. Children are supported to develop their understanding of bullying and the children take part in the annual Anti-Bullying Week events. Worship and the PSHE curriculum also enable children to develop their understanding of different forms of bullying.

An anti-bullying leaflet has been written by our Young Governors which has been shared with the wider school community and is available on our website. You can find our Anti-bullying Policy on our school website [here](#).

Restrictive Physical Intervention

The school has adopted the Hampshire County Council policy on restrictive physical intervention. Within this policy, the headteacher can delegate authority to any member of staff to physically

intervene when there is a threat to the safety of a child or member of staff because of the behaviour of another child. This is also known as reasonable force and the DfE advice can be found [here](#).

When physical intervention is required this **must be recorded** as soon as possible (and within 24 hours of the incident) in the appropriate log book, which is kept in the main school office.

After an incident where physical restraint has been required a review must take place and where deemed appropriate the following documents should be completed:

- Positive Handling Plan ([Click here](#))
- Behaviour Risk Assessment ([Click here](#))
- Personalised Behaviour Plan ([Click here](#))

It is essential that parents and carers are kept informed at all times where positive handling is required and their views should be taken into account when forming any plan.

Debrief

Following a serious behaviour incident, the opportunity to debrief will be available to all staff. The debrief should occur as soon as possible following the incident with a member of the senior leadership team. This structured debrief will give the staff member an opportunity to receive support but also reflect on the incident.

A structured debriefing will include:

- Details of the incident
- Staff member's feelings
- Possible triggers
- What went well
- Alternative strategies that could be used next time
- Reassurance from the supporting SLT member.

The SLT member of staff will complete the debrief sheet (see [Appendix 2](#) and [Appendix 3](#)) and will use the Debrief Prompt Questions (see appendix 3) to support the conversation.

Suspension and Permanent Exclusion

If all other steps have been followed as set out in the [Consequences](#) section of this document then the following steps may be taken, where the Headteacher deems this appropriate:

Suspension

A suspension is where a pupil is temporarily removed from the school for a fixed period determined by the nature of the behaviour. A suspension may be used to provide a clear signal of what is

unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

During the fixed term exclusion, the child will be set learning tasks by the class teacher to ensure that the child continues to receive their education.

On return to the school the parents and child will be invited to a reintegration meeting. This is where a plan will be outlined that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

Where necessary, the school may choose to involve outside agencies, such as Primary Behaviour Service, to support parents and school to reintegrate the child and create a plan to improve the child's behaviour.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

APPENDIX 1 - Written Statement of Behaviour Principles

- All members of our school community should be able to learn and achieve in a safe, secure and purposeful environment.
- We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.
- We have high expectations of everyone and we will actively promote equality of value whatever race, gender, age, sexuality, religion or disability.
- The Behaviour Policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.
- When children do not meet the expectations, either through consistent low level disruption or more severe incidents, we will always try to teach the child what is expected, without humiliation or in public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible.
- Sanctions may be necessary to demonstrate that challenging behaviour is not acceptable. To provide boundaries and make our expectations clear sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably.
- The Governors expect the Headteacher to use discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour.
- Children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour. The school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.
- The Governing body supports the school's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.
- Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.
- The Governors expect the Headteacher to include guidance on the use of reasonable force in the Behaviour Policy.
- The school will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community.
- Given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti- bullying and exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non- residential).

APPENDIX 2 - Structured Debrief Record Sheet

Debrief for:	Conducted by:
Incident date and time:	Tick: <i>1st Debrief</i> <i>2nd</i> <i>Debrief</i>
Debrief type chosen: Face to face meeting Phone call Timeout Other _____	
<u>Describe the situation prior to incident (notes/ bullet points)</u>	
<u>How are you feeling?</u>	
<u>What did you see as the triggers?</u>	

What went well? What did you do that helped?

What alternative strategies could be used next time?

How are you feeling now?

Is there anything that you need, or anyone can do for you?

Statement from SLT

Member of Staff

Signed: _____ Print Name: _____ Date: _____

SLT

Signed: _____ Print Name: _____ Date: _____

Appendix 3 - Debrief Prompt Questions

Please note that the questions below are to act as prompt when reflecting on a serious incident. They are to be used in conjunction with the structured debrief record sheet.

How are you feeling?

- *About yourself?*
- *Your practice/what you did?*
- *About the child?*
- *About colleagues?*

What did you see as the triggers?

- *Were they the child's 'normal' triggers?*
- *Were they different triggers to other situations?*
- *Was there anything different than normal in your classroom?*
- *How were the adults and children?*

What went well? What did you do that helped?

- *What do you know about the child that made you act in the way you did?*
- *What did you draw upon from other situations with the child or with other children?*
- *How did you know what to say or do?*
- *Did the behaviour plan and school policy help?*
- *What positive language did you use?*
- *What strategy made a difference?*

What would you do differently next time?

- *Why would you do it differently?*
- *Do you think the behaviour plan needs adapting?*
- *What has worked before that you did not try?*
- *Did you speak to your colleagues about previous support and knowledge?*
- *What did you learn during the process about the child and yourself?*
- *Have you been in touch with the child's parents?*
- *Was there anything that you think, upon reflection, would have helped if you or someone else had done?*

How are you feeling now?

- *What emotion would you use to describe how you are feeling?*
- *Do you need to do anything before returning to the classroom?*
- *Is there any support you need from a colleague?*
- *Have you spoken to the other adult/s in the classroom?*
- *Do you feel ready to see that child again?*
- *Do you need a break from your class or from the child/children?*
- *Think about three good things you are proud of in your practice from the last few weeks?*

Is there anything that you need, or anyone can do for you?

- *How do you think the child is feeling about the incident and about you?*
- *Do you need to take part in relationship building activities with the child?*
- *Do you need some extra/different support in the classroom?*
- *Do you feel like you can make a phone call to parents?*
- *Do you need support to plan the phone call to parents and want to discuss afterwards?*
- *Does the timetable need some flexibility or change temporarily?*
- *Is there anything that the rest of the class needs?*
- *Do any children who have witnessed the incident need a debrief?*
- *Are you ready to go back into the classroom?*

Members of SLT should provide a positive reassurance, which could be in writing where this is appropriate.

Appendix 4 - Positive Handling Plan template (copy [here](#))



Positive Handling Plan

Rownhams St John's Primary

Name:

DOB:

Trigger Behaviors

Describe common behaviours/ situations that are known to have led to Positive Handling being required. When is such behaviours likely to occur?

Topography of behaviour

Describe what the behaviour looks and sounds like.

Preferred supportive and intervention strategies

Other ways of calming such behaviours - Describe strategies that, where and when possible, should be attempted before positive handling techniques are used.

Praise Points and Strengths

Areas that can be developed and built upon. Please state three bridge builders.

Medical Conditions

Note any known medical conditions.



Preferred Handling Strategies

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Parent Views:

--

Pupil Views

--

Debriefing process following incident:

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Recording and notifications required:

	Print Name	Signature	Date
School			
Parents			
Other Agencies			

Appendix 6 - Behaviour risk assessment template (copy [here](#))



Behaviour Risk Assessment

Rownhams St John's Primary

Pupil:	Completed by:	Date:	Review date:
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Behaviours causing concern			
The following codes are used to complete the attached risk assessment	Target T = Themselves S = Staff V = Visitors to school or members of the public in the community C = Children, in or out of school, vulnerable or otherwise P = Property	Probability HL = Highly likely. More likely than not to occur L = Likely. Probable that the behaviour will occur again U = Unlikely Strategies/changes mean that the behaviour is unlikely to reoccur soon	Seriousness A = Medical attention beyond first aid. Extensive damage to property, significant distress to self and/or others or lengthy disruption to school routines B = Requiring first aid on site. Minor damage to property. Some distress to self and others. Brief disruption to school routines C = No physical injury or damage to property. Minor distress
Behaviour/Risk	Target	Probability	Seriousness
Verbal abuse			
Kicking			
Punching			
Biting/scratching/spitting			
Hair pulling			
Physical intimidation			
Other (please specify)			
Property destruction			
Running away from situation			
Running off site			



Refusal to move			
Using equipment as a weapon			
Use of a weapon			
Other (please specify)			

What needs to be in place when working with this pupil?

Key Challenging Behaviour	Known Trigger	Warning signs	Risks associated with this behaviour	Effective management Strategies

Appendix 7 - Personalised Behaviour Plan template (copy [here](#))



Personalised Behaviour Plan

Rownhams St John's CE Primary School

Name:	Year: 6	Teacher:	DOB:	Plan No:	Plan date:	Review date:
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Behaviour Targets (if appropriate):	1.	2.	3.
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Child's strengths:	Key behaviour difficulty:
•	•
Known triggers:	Diversion:
•	•

Rewards and Consequence system:	Key People:
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Environmental changes which may help:	Other relevant information (e.g. medical):
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

Response Plan (Personalised Behaviour Plan)

	Behaviour	Action
Behaviour Level 1 - Agitation	<ul style="list-style-type: none">•	
Behaviour Level 2- Anger	<ul style="list-style-type: none">•	
Behaviour Level 3 - Rage		

Timetable (if appropriate) (Personalised Behaviour Plan)

	Mon	Tues	Wed	Thur	Fri
8.45					
Break					
Lunch					
3.10					



Appendix 8 - Report Card template (copy [here](#))



Report Card

Name:

Class:

Targets:

Week Commencing _____

Report Card for _____

Before break and lunchtime, this report card must be shown to _____

	Before Break	Break	After Break	Lunch	After Lunch
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

At the end of the week, this report card will be discussed with parents.

Teacher's signature _____ Parent's signature _____

Appendix 9 - Behaviour Contract template (copy [here](#))



Behaviour Contract

Rownhams St John's Primary

This is a behaviour Contract for:	
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Expectations of my behaviour:

- Behaviour 1
- Behaviour 2
- Behaviour 3
- ...

Rewards for meeting expectations

- Reward 1
- Reward 2
- Reward 3
- ...

Consequences

- Consequence 1
- Consequence 2
- Consequence 3
- ...

I understand what is expected of me, the consequences of my behaviour and that I need to be a team player in my school.

Signed by pupil:

Date:

I understand what is expected of [name] and will fully support him/her and the school with the agreed consequences.

Signed by parents:

Date:

We expect [name] to behave responsibly as a member of our school and to accept the consequences of his/her behaviour in the same way as is expected of every pupil in our school. We will work together with [name] and his family to support him/her to achieve this.

Signed by school:

Date: