



ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

Behaviour Principles and **Exclusions Policy**

Reviewed by: Ella Gardiner-Tribe

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Next review: July 2026

"For the commandment is a lamp and the teaching a light, and the reproofs of discipline are the way of life." Proverbs 6:23



MISSION STATEMENT

The school builds Christian values into its ethos and teaching in order to provide an excellent academic, social and spiritual education, preparing children for a responsive and contributive role in society. The school's motto was developed by the Faith Group during our recent re-build in 2016/17 and summarises the school's values of Love, Forgiveness, Resilience, Understanding, Enthusiasm and Respect. It is the reply in Micah Chapter 6 when asked "What does the Lord require of you?"

To Act Justly, Love Mercy and Walk Humbly with your God

We do this by:

- Promoting and modelling Christian values within the school thereby encouraging personal integrity, consideration for others and understanding different viewpoints
- Offering an exciting curriculum, planned appropriately to be accessible to all, which enables all children to develop a positive self-image, achieve well and develop a love of learning
- Celebrating and valuing our school as a multi-cultural community
- Promoting effective problem-solving, communication and thinking skills
- Creating strong links between school, home, our parish church and the local community

INTRODUCTION AND AIMS

At Eltham Church of England Primary School, we believe that positive behaviour within a safe and inclusive environment enables excellent teaching and learning to take place as well as supporting each child to achieve their potential both socially and academically. Eltham Church of England Primary School upholds high standards of behaviour and an expectation that children will respond in a caring and positive way to each other in all situations. Our policy reflects the aims of the school's Mission Statement and is very much an integral part of the school's Christian ethos and daily life. Good behaviour involves self-regulation, respect and tolerance towards others and all staff should model this. This approach is one that the school would expect to be supported at home by parents and carers.

This policy extends to all members of the school community and aims to:

- ensure positive relationships are built between children, staff and parents
- encourage parents and carers to be involved in the development of their child
- ensure a secure, safe and supportive environment for all members of the school community
- foster the positive values of consideration, tolerance, courtesy and mutual respect for others
- encourage children to take responsibility for their own actions
- promote the development of self-esteem, self-discipline and high standards of behaviour
- provide praise and recognition of good behaviour through positive rewards and ensure that children reflect where behaviour does not meet expectations

The underlying values and principles of this policy are:

- that all members of the school community are aware of and uphold the school responsibilities (See Appendix 1)
- restorative approach is used as an effective way of dealing with conflict and reflection sheets are completed (See Appendix 2)
- physical violence and retaliation are not acceptable
- everyone is treated fairly and equally with respect regardless of gender, race, religion, sexuality and disability
- that positive behaviours are recognised and rewarded appropriately
- all forms of bullying and harassment are unacceptable and will not be tolerated
- that parents feel that they understand the school's systems for managing behaviour and that any behaviour issues are dealt with patiently and positively
- that children should feel safe from any form of bullying and should be confident to talk to staff if they feel they are at risk
- that staff should feel empowered to manage pupil's behaviour effectively
- that staff should feel confident in seeking advice and support from senior leaders

Staff have the responsibility to:

- act as a role model; promoting positive behaviour to show what our school responsibilities and values 'look like'
- promote the school's responsibilities in the classroom, playground and shared areas
- consider the varying needs of children when managing behaviour including special educational or medical needs
- use the restorative approach to resolve conflict between children
- use praise and sanctions consistently and fairly
- ensure the curriculum is relevant, engaging and well delivered to motivate children
- develop good relationships with parents and carers and communicate effectively by ensuring that they are aware of any incidences of unacceptable behaviour either by contacting them in person or by phone
- record any incidents of Level 3 behaviour using the class incident book (see Appendix 3)
- report any racist or homophobic incidents to the senior leadership team

Pupils have the responsibility to:

- be aware of and follow the school responsibilities in each area
- engage with staff and their peers in resolving conflict through the restorative approach
- treat their fellow pupils and staff with respect regardless of gender, race, religion, sexuality or disability
- to be polite and demonstrate good manners
- develop an understanding that sanctions are in place to help them to distinguish right from wrong and will be implemented in conjunction with the class teacher and or a member of senior leadership

Parents have the responsibility to:

- co-operate with and support the school's management of pupil's behaviour through the school responsibilities as set out in the home school agreement
- build a supportive dialogue between home and school communicating with the child's class teacher if they feel there are any issues they would like to discuss
- engage with their child's class teacher and or the senior leadership team in order to work together to resolve any behaviour issues
- ensure their child has good attendance and is punctual

Use of rewards: *To raise pupil self-esteem, reward good behaviour and recognise individual achievements*

The school recognises that a positive learning environment can be supported by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves. We believe that effort and good behaviour needs to be noticed and recognised.

'Dojo Points' can be awarded by any member of staff for examples of effort and/or active good behaviour.

Number of Point Awarded	Examples of Behaviour
1	Good manners e.g. opening a door, picking up a piece of litter, answering a question in class, good focus during a task, sportsmanship.
3	Kindness towards another pupil, excellent focus during a task, great teamwork, brilliant effort in a piece of work.
5	Exceptional effort- going above and beyond.

Golden Book

A child from each class will be nominated weekly for the 'Golden Book.' Children should be nominated for putting particular effort into a piece of work. The child's name and achievement will be read out during Golden Book Assembly and they will receive a special wrist band. At the end of each half term, the children who have been in the golden book will receive a certificate in a special assembly attended by their parents or carers.

Active Good Behaviour

The school promotes 'active good behaviour.' This encourages children to make good choices and actively choose to do the right thing. Children are encouraged to show active good behaviour in all aspects of their school life; how they behave during lessons and break times, their conduct towards their peers and staff and in keeping shared areas tidy. This is promoted through the school responsibilities and 'behaviour pyramid' which encourages children to strive to make the right choices because it is 'who they are.' (See appendix 5)

Ambassadors

- In Y6, children have the opportunity to take part in an 'Ambassadors Scheme.'
- Children who consistently model excellent behaviour for learning, display our school values and follow the school responsibilities will be selected to become ambassadors.

What happens when a child does not follow school expectations?

Restorative Approach (see appendix 2)

Restorative approach is used to support a resolution when conflict arises between pupils. It is

inspired by the philosophy and practices of restorative justice, which puts repairing harm done to relationships and people at the heart of its response to conflict.

In an educational setting this basically means that instead of simply being punished as a result of 'bad behaviour', a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others, and seek ways to bring about resolution and restoration. A restorative approach following an incident brings together the harmed and the wrong doer. All people affected by an incident should re-visit the experience by retelling and talking about the incident. Where possible, together, they should negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

Levels of Behaviour and Appropriate Consequences

A consequence is something that logically or naturally follows from an action. There are two types of consequences:

- Protective consequences: removal or freedom to manage harm.
- Educational consequences: the learning, rehearsing or teaching so that the freedom can be returned.

In some cases, it is not always appropriate to follow up an event with a consequence; for some children, the conversation you have with will be sufficient where you can see that they have understood and will change their behaviour moving forward. All consequences must be logical and must make links to the incident. Not all children will be able to apologise, and this could be a trigger for further behaviour, with the support of staff alongside their parents and carers, children will need to find ways to make the situation 'right'.

Level 1	Possible strategies/sanctions
<i>(Including distracting and irritating behaviour that affects learning)</i> Examples of Behaviour: Calling out during a lesson Talking while an adult or peer is addressing the class Off-task when should be working Leaving seat and wandering	Giving a positive reminder of desired behaviour Tactical ignoring and dealing with the issue at a convenient time Eye contact to show disapproval Giving a quiet, simple direction – draw attention to good sitting, listening etc. Verbal reminder of the relevant rule or responsibility Work away / sit away from other pupils
Level 2	
<i>(Including repeated behaviours that affect learning)</i> Examples of Behaviour: Persistent L1 behaviour Calling out during a lesson after being informed that it was not appropriate behaviour Continuing to be off-task after a reminder Continuing to talk after being asked to work quietly Interfering with someone else's property Rough play without physical hurt Using an iPad or laptop and looking at something irrelevant during a lesson	Giving a positive reminder of desired behaviour Giving a verbal reprimand Conversation asking the child to reflect on their behaviour and its impact Use of a localised sanction e.g. losing some of their break time e.g. 5 minutes
Level 3 (Level 3 or above to be recorded in class incident book)	
<i>(Including unacceptable defiant behaviour or refusing to comply with a staff member's request)</i> Examples of Behaviour: Persistent L2 behaviour Making an unacceptable remark about another person Damaging someone else's property Defacing class property Rough play resulting in physical hurt Ignoring a staff member's specific request(s) Not being honest when recounting an incident (victim or perpetrator) Using an iPad or laptop and continuing to look at something irrelevant after a direct instruction	Record in class incident book If appropriate, separation to Year Group Partner with work (for remainder of session or one-hour session) Completing a reflection sheet or restorative conversation if appropriate Inform parents or carers (class teacher's discretion) Use of a localised sanction e.g. loss of break time or a one-off loss of a privilege Giving the child the opportunity to retract something that has been said
Level 4	

<i>(Including persistent unacceptable behaviour or refusing to comply with a staff member's request)</i> Examples of Behaviour: Persistent L3 behaviour Persistent rough play that has or could have resulted in physical hurt Verbally aggressive towards other pupils or staff Ignores a staff member's request following an incident Consistently Ignoring an adult's specific request or requests Vandalism against property Use of inappropriate/bad language Posting inappropriate language or making unacceptable remarks on a 'Google Class Stream' Attempting to look up inappropriate content on an iPad or laptop whilst in school	Separation from classroom to Phase Leader with work (Up to the duration of an AM or PM session) Record in class incident book Loss of break/lunch time or a privilege Completing a reflection sheet or restorative conversation if appropriate Inform parents or carers verbally or by phone or, in exceptional circumstances where a parent cannot be reached any other way then by email Request to meet with child's parent or carer with the Phase Leader if appropriate for persistent L3 Introduction of a behaviour chart with targets monitored by the Phase Leader for persistent L3 (Appendix 4)
Level 5 <i>(Including inappropriate response to, or repeated referral for, bullying, inappropriate discriminatory comment, dangerous behaviour including fighting)</i> Examples of Behaviour: Persistent L4 behaviour Verbal aggression towards other pupils or staff after a warning Repeated defiance when given specific requests from a member of staff Disobeys an instruction which could lead to injury Deliberately inflicting physical hurt including fighting Physical, verbal or digital bullying Sharing/showing inappropriate online content to others whilst in school Using a mobile phone in school Targeted use of inappropriate/bad language including racist or homophobic terms	Refer behaviour to a member of SLT Record in class incident book Completing a reflection sheet or restorative conversation if appropriate Removal from the class-working away from the class under the supervision of an SLT member Request to meet with child's parents or carers in presence of an SLT member Sanction as agreed with SLT e.g. loss of consecutive playtimes, loss of a privilege permanently if relevant Possible behaviour chart monitored by a member of SLT with involvement from the Inclusion Team if appropriate Permanent removal to another class Mobile phone confiscated and returned to parent/carers after school- pupil will no longer be allowed to bring a mobile phone into school.
Level 6 <u>(Including serious actual or threatened violence, persistent repetition of L4 and L5 behaviour above or other serious breach of the Behaviour Principles and Exclusion policy)</u> Examples of Behaviour: Constant non-compliant and disruptive behaviour which adversely affects others Being very physically aggressive with other pupils An unprovoked physical attack on another pupil Acts of physical and/or verbal aggression towards other pupils or adults Complete lack of self - control Dangerous to self and others and poses a H & S risk	Overseen by the Head Teacher Referral to Behaviour Support Services such as Waterside Putting in place a Pastoral Support Plan in conjunction with the Head Teacher with possible involvement from the Inclusion Team and school counsellor if appropriate Fixed term exclusion for incidents which in the Head Teacher's opinion meet the criteria set out below (see section on exclusions) Permanent exclusion for persistent unacceptable behaviour Permanent exclusion for behaviour that puts the health and safety of other pupils and staff at risk

Racist or Homophobic Behaviour

It is important that any such behaviours are tackled immediately and by all staff. Prejudice-related incidents are treated very seriously. We will investigate, record and report all incidents, including those that are reported to be unintentional; the incident should be logged in the class behaviour book. Any incidents of this nature should also be reported to a member of SLT who will ensure that the Head Teacher and governing body are informed. All incidents of prejudice must be challenged and responded to; what the response/sanction is will depend on the circumstances of the incident, the severity of the incident, who it involved, where it took place and the intention behind the comment or action. Our response will always aim to educate so that everyone understands the potential harm of such behaviour. The SLT member or if appropriate Class Teacher/Phase Leader involved with investigating the incident should ensure that parents/carers are informed.

Children with SEND

There may be occasions in which children require an adapted approach to support the development of motivation and good learning behaviour. This will be implemented in consultation with the SENCO and/or Inclusion Leader and parents.

Where appropriate, and in accordance with the school's Inclusion and Special Needs policy, external support agencies will be involved to advise on the development of individualised approaches and to monitor a child's progress. The school operates on the basis that any child with social, emotional or mental health needs are recognised and supported by the entire staff. Class teachers, in particular, are provided with support and practical assistance in addressing the needs of individuals and applying the expectations and targets set for children in their EHCPs and Personalised Learning Plans.

We recognise that some children may respond to their 'flight instinct' when feeling a heightened sense of anxiety. Some children may require time to calm down and reflect before being able to confront an issue; these children may have a 'safe space' to be able to regulate their emotions.

Children in the Early Years

At Eltham Church of England School, we recognise that children in Nursery and Reception are at an earlier stage of self-regulation and as such we have an adjacent EYFS Behaviour Principles and Exclusion policy which supports this.

Suspensions and Permanent Exclusion

At Eltham Church of England School permanent exclusion will usually be the last resort after a range of measures including seeking support from external agencies (e.g. Waterside behaviour support team, CAMHS, ASD outreach service etc.) have been tried to improve the pupil's behaviour.

The school has a Behaviour Principles and Exclusion policy and an Anti-Bullying Policy and staff training in place to promote good behaviour and prevent poor and unacceptable behaviour. We apply our policies in a consistent, rigorous and non-discriminatory way and seek to ensure that in all areas of application we satisfy the legal requirements under race, disability and gender discrimination law.

Removing Pupils from a School Site

In the following sets of circumstances individual pupils may be required to leave the school site, namely where:

- there is sufficient evidence that a pupil has committed a serious disciplinary offence and if allowing the pupil to remain in school would pose serious harm to the education or welfare of the pupil or others in the school. In these circumstances the pupil may be suspended from school for a fixed period or permanently excluded.
- a pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's

wider legal duties); reasonable; fair; and proportionate.

- for medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances the headteacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.
- Where a condition of attendance is that pupils should be screened for possession of offensive weapons and a pupil refuses to undergo such screening, that pupil can be refused entry to the school. This is not an exclusion, but an unauthorised absence.

The Decision to Suspend or Exclude

Only the headteacher can exclude a pupil.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion. **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024.**

A decision to exclude a pupil permanently is taken only:

- in response to serious breaches of the school's Behaviour Principles and Exclusion policy
- if allowing the pupil to remain in school would pose serious harm to the education or welfare of the pupil or others in the school

The school recognises that a decision to exclude a child permanently is a serious one and will only be taken where the facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried, without success, to modify behaviour.

There will, however, be exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon (following DfE advice on what constitutes an offensive weapon)

Schools will consider whether or not to inform the police and/or social care where a criminal offence may have taken place.

For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

A decision to suspend a pupil for a fixed period is taken:

- on a balance of probabilities
- only in response to breaches of the school's Behaviour Principles and Exclusion policy, that are not serious enough to warrant permanent exclusion and lesser sanctions as set out in the Behaviour for Learning Policy are not considered appropriate.

Individual fixed period exclusions (suspensions) will be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the pupil to reintegrate

into the school afterwards. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of suspension without adverse educational consequences. Pupils will be provided with work to continue their studies at home. This may be through online medium e.g. Google Classroom, Oak Academy etc. For a suspension of more than five school days, the governing board must arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension.

Pupil and Parent/Carer's Opportunity to Participate in Exclusion and Suspension Procedures

The pupil will be invited and encouraged to state their case at all stages of the exclusion process, where appropriate, taking account of their age and understanding. Parents/Carers, the local authority and where appropriate the pupil's virtual school headteacher and social worker will be informed of any suspensions or permanent exclusion in writing without delay. This letter will state • the reason(s) for the suspension or permanent exclusion; • the period of a suspension or, for a permanent exclusion, the fact that it is permanent; • parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this; • parents' (or an excluded pupil if they are 18 years or older) right to make a request to hold the meeting via the use of remote access and how and to whom to make this request; • how any representations should be made; and • where there is a legal requirement for the governing board to consider whether the pupil should be reinstated, that parents or an excluded pupil (if they are 18 or older) have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Factors to Consider Before Deciding to Suspend or Exclude

Exclusion (either fixed term suspensions or permanent exclusion) will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or suspend for a fixed period, the headteacher will:

- ensure that a thorough investigation has been carried out
- consider all the evidence available to support the allegation, taking account of the school's policies, including the Behaviour Principles and Exclusion policy, the Anti-Bullying Policy and the Equal Opportunities Policy and any other related legislation
- allow and encourage the pupil to give their version of events
- check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment
- keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements will be dated and signed, wherever possible.

Length of Fixed Period Exclusions (suspensions)

Regulations allow the headteacher to exclude a pupil for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school or pupil referral unit (PRU) in the same school year will count towards the total. The school keeps clear records of any suspensions applied to a pupil.

If a pupil transfers to a new school during an academic year, his/her record of the fixed period exclusions which have been served so far during the current academic year will be transferred promptly to the new school.

Lunchtime Suspension

A suspension can also be for parts of the school day. Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents,

apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered. Lunchtime suspensions are not counted towards the school's duty to provide fulltime education from day six of a fixed period exclusion. Lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful.

Reintegration

The headteacher will arrange a reintegration interview with parents during or following the expiry of any fixed period suspension. The pupil should normally attend all or part of the interview. The interview will be conducted by the headteacher. The school will discuss a clear reintegration strategy with the family to support the pupil with their return to school.

Schools can consider a range of measures to enable the pupil's successful reintegration which can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;
- Daily contact with a designated pastoral professional in school;
- Use of a report card with personalised targets leading to personalised rewards;
- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;
- Planned pastoral interventions;
- Mentoring by a trusted adult or a local mentoring charity;
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;
- Informing the pupil, parents and staff of potential external support.

Addendum: Covid19

It is an expectation that whilst children are in school, that they adhere to the school's regulations in relation to hygiene. They must follow instructions for handwashing, sanitising and use of equipment. Expectations about sneezing, coughing and tissue disposal will be shared regularly with pupils; it is an expectation this is reiterated at home by parents/carers in the best interests of all parties.

Any serious breaches of hygiene and sanitisation – including intentionally spitting, coughing or wiping fluids on others – will be taken incredibly seriously and as such, parents/carers will be notified straightaway. Any incidents of this nature will be dealt with extremely seriously and immediate sanctions will be put in place.

At playtime

We all have the responsibility to:

Act kindly towards each other, choosing not to tease, be rude or leave others out.

Respect the equipment we use, all the adults who help us and the children we play with.

Make game rules simple and take time to explain to new players

Gain consent to games involving touch.



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At dinner times

We all have the responsibility to:

Be calm and friendly.

Use our indoor voices and say please and thank you.

Stay seated where you are and don't save places in the line or at tables.

Drink when you eat.

Remember to walk and clean up if a mess is made.

Eat our own food, not others.



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The classroom

We all have the responsibility to:

Be the best you can be.

Take a positive attitude.

Be in control and safe.

Use voices as requested.

Be kind and polite.

Listen hard.



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Shared areas

We all have the responsibility to:

Leave shared areas quickly.

Use indoor voices and walk in the school buildings.

Put rubbish in the right place.

Only go into the toilets when you need them; stand away from cubicle doors.

Always flush the toilet and wash our hands.



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Appendix 2

Restorative Approach Reflection Sheet

	ELTHAM CHURCH OF ENGLAND PRIMARY SCHOOL SINCE 1874	ELTHAM CHURCH OF ENGLAND PRIMARY SCHOOL RESTORATIVE APPROACHES REFLECTION SHEET
What happened?		
What were you thinking at that time?		
Who else has been affected by the incident?		
What are you thinking now?		
What needs to happen next to make things right? 		

Appendix 3

Sample page of 'Behaviour Incident Book'

Date	Level of behaviour	Nature of Incident	Action Taken
30.06.20	L3	X was playing bat and ball with the equipment at morning break, when he became frustrated at losing the game he repeatedly hit the bat against the floor.	X was encouraged to reflect on their actions and how they could have broken or damaged the bat. Conversation reflecting on healthier ways of expressing frustration. Missed play time.
03.07.20	L3	Y was repeatedly distracted during independent work and calling out.	Y was separated to year group partner and encouraged to reflect on the impact they are having on the learning of their classmates.
05.07.20	L4	Y was distracted and off task during independent writing talking loudly and behaving in a silly manner, this follows repeated L3 behaviour this week (see above). Despite being given repeated verbal reminders to stop distracting the others on their table and work quietly, they continued to refuse to comply with instructions.	Y was separated to the Phase Leader and spoken to about the continued impact their behaviour is having on their learning as well as their classmates. Talked through the classroom responsibilities. Contacted parents.

Appendix 4

Behaviour Chart

X's Behaviour Chart

Targets:

	Monday	Tuesday	Wednesday	Thursday	Friday
Guided Reading					
Maths					
Break Time					
Literacy					
Lunchtime					
Phonics					
Science/RE/Topic					
Afternoon Play					
Teacher comments:					
Parent signature					

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Appendix 5

Active Behaviour Pyramid

