



Primary Behaviour Policy

Approved by BLP Committee: April 2018
Adopted by Local Governing Board

For Review: March 2020

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1) Aims

Brigshaw Learning Partnership believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school expects every member of the school community to behave in a considerate way towards others developing confidence, self-discipline and self-esteem.

This policy supports the whole school community in aiming to allow everyone to learn together in an effective and considerate way.

We are committed to:

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

At Methley Primary School, we are committed to upholding the rights of the child as outlined in the UN Convention on the Rights of the Child 1989.

2) Legislation and statutory requirements

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

- Behaviour and discipline in schools 2016
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

The policy works with the special educational needs and disability (SEND) code of practice.

This policy complies with our funding agreement and articles of association.

3) Key roles and responsibilities

The local governing body has overall responsibility for the implementation of this policy.

The Brigshaw Learning Partnership has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.

Staff, including teachers, support staff, and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.

Good relationships with parents/carers are cherished by the school and we believe that the well informed supportive parent is a crucial partner. We want to establish a positive partnership with parents/carers that will inspire mutual trust and confidence. We believe that the more parents/carers know and understand what is happening in school, the more they will support our aims and practices.

Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

Pupils are responsible for their own behaviour both inside school and out in the wider community.

Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to a teacher or other adult at the school.

4) Definitions

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

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual. Please refer to our anti-bullying policy for more detail.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating, inappropriate or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items or inappropriate images
- Truancy

- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting
- Repeated breaches of the school rules

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

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption in lessons, in corridors, at break times or on public transport
- Use of mobile phones in school
- Incorrect uniform

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

5) Training of staff

At school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

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

6) Expectation of Pupils

Pupils and parents/carers will be expected to:

- 1) Uphold the 54 Rights of the Child agreed in the 1989 UN Convention on the Rights of the Child (see appendix 1)

2) Uphold our school value of RESPECT: for ourselves, for others and for our school, local community and the planet

3) Follow our school's rules which requires pupils to:

- Follow all instructions
- Keep hands, feet and objects to yourself
- Use positive language and actions

The school will ensure that pupils follow these expectations by teaching them how to behave sensibly through:

- ❖ Class Charters (upholding articles 12, 13, 19, 28)

Every child should feel that the classroom is safe and secure; free from all threats of physical and emotional harm. It is also important that each child develops self-discipline and good work habits, to resolve conflicts peacefully and to think independently. Each class draws up a Class Charter based on the UN rights of child and our Learner Profile – opposite. This is to build a community with the shared purpose of learning, growing and building positive relationships for all.

Children involved in low – level disruption in the classroom are dealt with by Teachers, Teaching Assistants and volunteers who will aim to resolve the matter following the sanctions hierarchy below.

We use a consistent language to describe the behaviour we expect:

HAND UP WITH A SILENT VOICE

PUT YOUR EYES ON ME to ensure the children listening and paying attention

SILENT VOICE, PARTNER VOICE, TABLE VOICE, CLASS VOICE and PLAYGROUND VOICE to give expectations of voice level when learning

We make sure we are very descriptive with our expectations so children are clear about what is expected eg: when lining up we say “Face the front, Stand one behind the other, Hands, feet and objects to yourself. Use a silent voice”

Rewards in the classroom:

Rewards are class wide to encourage children to contribute their learning community. They are;

- Verbal praise
- Quick 10 reward eg extra minutes playtime. This is a ‘quick and often’ reward for great learning behaviour and upholding the rules.
- House points treat from the senior leadership team- house points can be given to an child by any member of staff. The team with the most points at the end of a half term win a fun afternoon.
- Fantastic Friday Assembly – staff can nominate great examples of learning and upholding of the Rights of the Child for recognition in our weekly assembly.

Sanctions in the classroom:

Sanction hierarchy:

- 1 - Verbal reminder of the rule that is not being upheld
- 2 - 5 minutes away from the group
- 3 – 15 minutes away from the group
- 4 – Rest of the session (morning or afternoon) away from the group
- 5 – Go to Senior Leadership Team and parents informed

A record is made on a class sheet when children do not follow the school rules. For every 3 points on the hierarchy, a record is made on CPOMS. Morning and afternoon sessions are recorded separately to give children a fresh start.

The Headteacher monitors the behaviour of individual pupils, classes and school each half term. Where children are receiving 3 or more reminders as a regular occurrence:

- A discussion takes place between HT and child
- Home circumstances/medical/personal background are investigated to see if any unknown circumstances are impacting within school, so that school can respond appropriately.
- Behaviour is more closely monitored and supported during this period and parents are regularly informed of any improvements/deterioration
- The child may be placed on an Individual Behaviour Plan and parents are informed.

Foundation Stage Expectations

The Class Charter and school rules are introduced from the start of the school year. In the first instance this is linked with the class' first inquiry on the responsibilities of a community.

The children will then get reminded of the rules and rights of the child regularly.

The first half term pays close attention to social and emotional development. All children are observed to see how they settle into school, their ability to follow instructions and develop their relationships with other children and adults. Good liaison work with the feeder nurseries and parents provides us with any key information before the children are placed in school.

Strategies to support children in the EYFS;

- Each child has a Class 6 buddy who reads with them every day, takes them to lunch and sits with them in the dinner hall before escorting them out to play and playing with them on the playground. The buddy system continues throughout the year for House Days etc
- Small group work with Learning Mentor to learn playground rules and behaviour expectations

Rewards:

- Class rewards as the rest of the school

Consequences:

- 1 reminder
- Time out
- Speak with parents as part of their daily communication routine.

During the spring term Foundation Stage children move onto the whole school reward and consequences system ready for Class 1.

◆ PHSE Programme

PHSE is taught across school and aims to develop children’s social and emotional learning skills across three programmes of study:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

A wide range of topics are covered including friendships, bullying, self-confidence, keeping safe, assertiveness and conflict resolution. PHSE is taught through our inquiry units or as discrete units of learning. We also make use of circle time as a forum to discuss and reflect on social and emotional issues.

◆ **Other practices**

As a Rights Respecting School, we ensure the children have an active voice in running and contributing to our school community. This supports the children building positive relationships with each other, teachers and other adults. These activities include;

- Leadership programmes: School Council, Healthy Schools Committee
- Y6/ Reception Buddies
- Extra-curricular clubs after school eg choir, sports
- Clubs at lunchtime run by Y5/6 children
- Sporting teams
- KS2 children responsibilities: Kit Controllers, First Aid Assistance, Play Leaders, Dining Hall Servers, Technicians for assemblies

◆ **On the playground (upholding Articles 15, 19, 31)**



Every child should feel that the playground is a fun place where they can socialise with friends and enjoy physical exercise; free from all threats of physical and emotional harm. It is also important that each child develops self-discipline and good socialising skills, to resolve conflicts peacefully and to think independently.

Children involved in low – level conflict situations on the playground or around school are dealt with by Teachers, Teaching Assistants and Lunchtime Staff who will aim to resolve the matter through a reflective discussion using restorative practice questioning:

Restorative Practice Questions to the person inflicting the harm	Restorative Practice Questions to the person on the receiving end
What happened?	What did you think when you realised what had happened?
What were you thinking about at the time?	What have your thoughts been since?
What have been your thoughts since?	How has this affected you and others?
Who has been affected by what happened?	What has been the hardest thing for you?
In what way have they been affected?	What do you think needs to happen to make things right?
What do you think needs to happen to make things right?	

EYFS: (Term 1 and 2)

Staff will have a verbal conversation with the child/ren about the rules they have not followed, using the agreed language below. This is so the children understand the implications of their actions (link to Rights of the Child) and learn the key language we use in school.

Key Stage One:

Staff will have a verbal conversation with the child/ren supporting them in identifying the rules they have not followed, and how this impacting the rights of others using the picture card (Appendix 2) and the agreed language below. This will involve them standing out from their play for 2 mins.

Key Stage Two:

Children will have 5 minutes out from their play to identify which rules they have not followed. They will be given to the rights on a card to look at (Appendix 4). Staff will then have a conversation with the child about the impact of their actions on the rights of others and how they can put the situation right. If the child is very angry they will have time to calm down prior to this restorative conversation taking place.

We use a consistent language to describe the behaviour we expect:

HAND UP WITH A SILENT VOICE

PUT YOUR EYES ON ME to ensure the children listening and paying attention

SILENT VOICE, PARTNER VOICE, TABLE VOICE, CLASS VOICE and PLAYGROUND VOICE to give expectations of voice level when learning

LET'S WORK IN A RESTORATIVE WAY TO RESOLVE THIS

We make sure we are very descriptive with our expectations so children are clear about what we expect eg: when going back into school we say "Everybody is to walk in using a partner voice"

We make a record of these incidents on CPOMS

In the event of a false allegation being made we would ensure that a full restorative process is put in place ensuring the 'victim' voice is clearly heard and understood throughout the process.

Upholding Article 12 of the UN Convention on the Rights of the Child:

You have the right to give your opinion, and for adults to listen and take it seriously. of the
UN Convention on the Rights of the Child

7) Smoking and drug policy

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

Parents/carers, visitors and staff must not smoke on school grounds

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

Pupils and staff are required to follow the school's Drug and Alcohol Policy

8) Malicious allegations:

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding and Child Protection Policy for procedures for dealing with allegations of abuse against staff

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9) Sanctions

At Brigshaw Learning Partnership, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and will be supported to understand it.

Teachers will use their professional judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

Where children are displaying more extreme or persistent behaviour we uphold our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN) by ensuring the course of action we take will depend on the individual context and behaviour. Where the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm we follow our safeguarding policy.

Our hierarchy of actions:

1) Incidents of seriously unacceptable behaviour are also recorded on CPOMS. This are dealt with by the Learning Mentor and Senior Leadership Team. Strategies we may adopt in the first instance are:

- Restorative Practice (this is our primary strategy)
- A code of conduct
- Isolation in Learning Mentor Area within school

2) Behaviour that persists is outside the whole school behaviour system and this is when we use an individual programme for the child. We will develop an Individual Behaviour Plan and it is at this point that parents will be involved. The IBP may involve the above strategies and where these are not successfully a referral to Cluster Guidance and Support Team (Counsellor, Family Support Worker, Early Help Plan lead etc) will be made.

Each IBP will;

- set targets for expected behaviour
- set rewards and sanctions outside the whole school system
- outline motivational strategies to encourage the correct behaviour e.g. peer mentors
- outline any external agencies to be involved
- set a review date

It is expected that with a team of people working around the child behaviour will improve.

3) If this is not the case the next steps will be:

- Further IBP's and support from referrals to the AIP provisions such as Achieve, Inclusion Unit at Brigshaw High School, placement at another BLP MAT school.
- Application for Funding for Inclusion under the F Band.
- EP/ Behaviour Support Team at Children Leeds

4) Any further action leads to exclusion from school. We follow the BLP MAT Exclusion Policy.

Exclusion is dealt with by the Headteacher.

10) Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

11) Items banned from school premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Matches
- Waterbombs
- Permanent markers
- Large sums of money

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults

- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Any other toys which are deemed hazardous.

Children who are walking home alone (Y5/Y6) are permitted to bring a mobile phone into school. Mobile phones are collected at the start of the day and locked in the school office until the end of the school day.

12) Searching

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Any staff member, except for security staff, may refuse to conduct a search.

13) Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco).

14) Outside school and the wider community

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

The guidance laid out in section 5 applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

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

15) Special Educational Needs and disabilities

There may be children who do not respond to the strategies already mentioned and who require individual support in the form of an Individual Behaviour Plan (IBP). Where appropriate children will be involved in writing their IBP. Progress will be monitored by the SENCO and further advice may be sought from outside agencies e.g. Inclusion workers, Educational Psychologist.

16) Complaints

An individual wishing to make a complaint about anything relating to this policy should refer to the BLP Complaint Policy published on the BLP Website.

17) Equality impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review, we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

18) Links with other policies

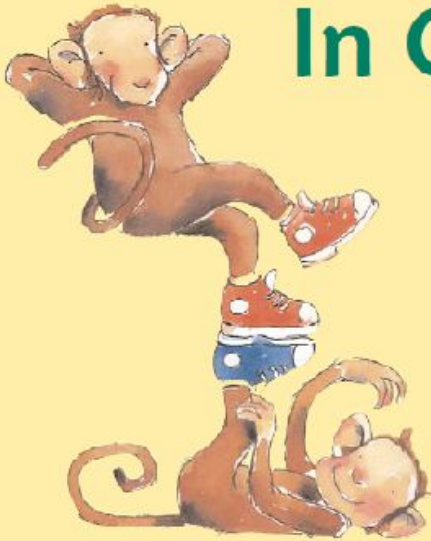
This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-Bullying policy
- Care and control Policy

19) Monitoring and review

Behaviour in school will be monitored on a regular basis by staff and governors. This policy will be reviewed by the headteacher and local governing body every 2 years, who will make any necessary changes and communicate this to all members of staff.

UN Convention on the Rights of the Child In Child Friendly Language



"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.



unicef



Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (be belong to a country).

Article 8
You have the right to an identity—an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion - on any you choose. Minority and Indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse. Article 35: No one is allowed to kidnap or sell you.

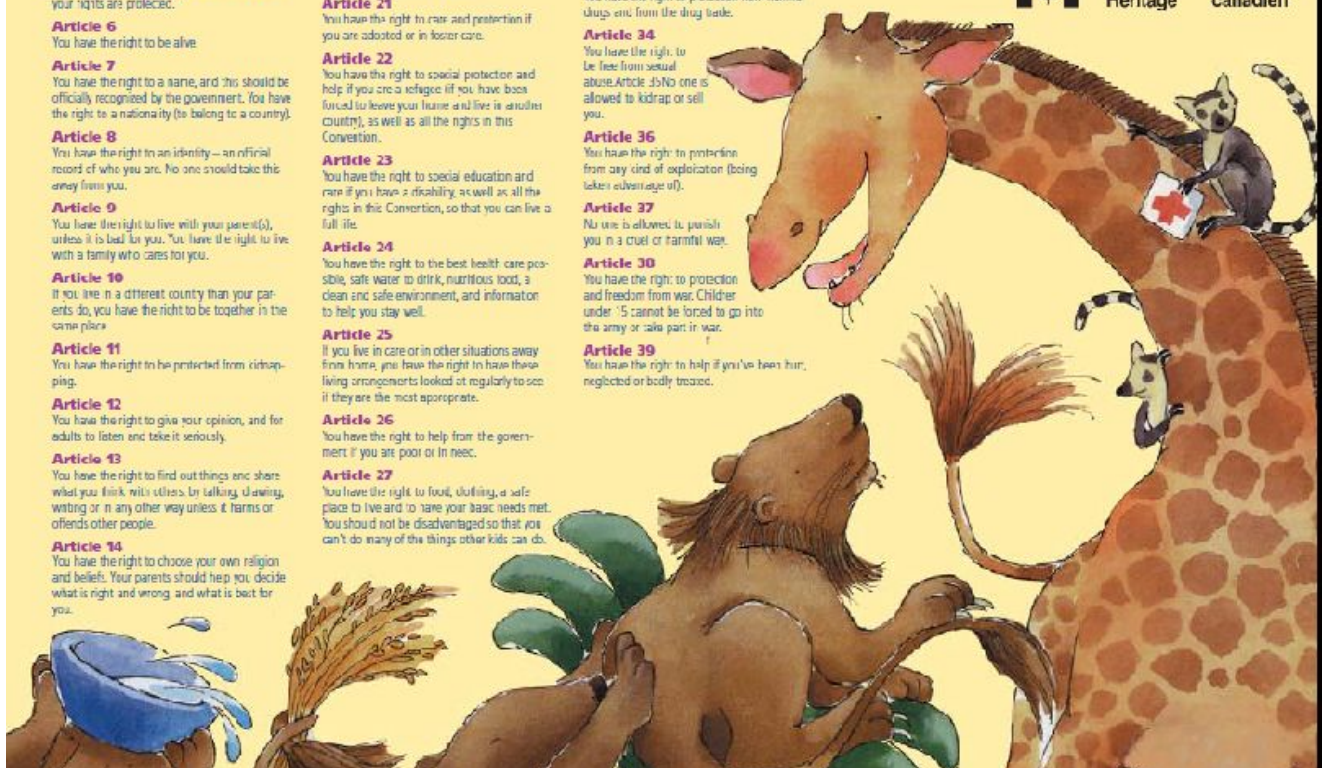
Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Canadian Heritage Patrimoine canadien



Appendix 2: Rights Cards

Rights of the Child upheld on the playground:

Article 15: You have the right to choose your own friends and join or set groups, as long as it is not harmful to others.

Article 19: You have the right to be protected from being hurt and mistreated in body and mind.

Article 31: You have the right to rest and play.

Rights of the Child upheld on the playground

Rights of the Child upheld on the playground:

Article 15: You have the right to choose your own friends and join or set groups, as long as is not harmful to others.

Article 19: You have the right to be protected from being hurt and mistreated in body and mind.

Article 31: You have the right to rest and play.

Appendix 3: Classroom Record

Class:

Week:

Child's name	MON	TUE	WED	THU	FRI	Comments/ Articles
	1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5	
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playground:**