



Committed to Excellence, Equality and Enjoyment

Wykeham Primary School

# Behaviour and Discipline Policy

Updated: September 2018

Presented and Agreed by Governors: October 2018

Review Date: September 2020

# Wykeham Primary School

## Behaviour and Discipline Policy

Wykeham Primary School is committed to safeguarding and promoting the welfare of pupils as we believe that this is of paramount importance. We expect all staff and volunteers to share this commitment.

We uphold the rights of everyone to equality under the law regardless of gender, age, race, religion, belief, ability, disability, sexual orientation or identity.

We believe that our core school values of respect, responsibility, tolerance and co-operation and the British values are not mutually exclusive. We focus on ensuring our work is effective in securing these values; challenging pupils, staff and parents who express opinions contrary to the British values with regard to our duty to prevent extremism and radicalisation.

Wykeham Primary School has the highest regard for the safety of the children in our care and will carry out its duties to safeguard and promote the welfare of children at all times.

### **1. Behaviour Principles**

As a Rights Respecting School, our primary aim is that every member of the school community feels valued and respected, and that each person is treated fairly and consistently. We are a caring community, where our values are built on mutual trust, respect for all, and responsibilities.

We believe that pupils should:

- be taught to, and be given the opportunity to make choices;
- be accountable for the choices they make;
- reflect upon their behaviour;
- exercise initiative and responsibility as appropriate to their age and stage of development.

As such, we support pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Wykeham Primary School expects every member of the school community to behave in a considerate manner towards others. All staff are expected to demonstrate consistently high standards of personal and professional conduct with others, including parent/carers and pupils.

The School Charter underpins our high expectations and standards of behaviour as well as our school's values and aims. With this in mind, the primary aim of the Behaviour and Discipline Policy is not a system to enforce rules, but as a means of promoting good relationships, so that everyone in the school community can learn and work together where pupils' display impeccable conduct, self-discipline and respect to achieve our values and aims.

We treat all pupils fairly and we take a consistent approach to behaviour management in the school.

We believe that rewards to encourage appropriate behaviour are preferable to sanctions to deter disruptive behaviour or unacceptable behaviour.

The Behaviour and Discipline Policy applies to all staff (including support staff), administrative staff, students on placements, visitors and those accompanying pupils on school trips.

This policy applies to pupils on site and off site whilst under the charge of school staff. This includes the vicinity around the school premises when pupils arrive and leave school.

## **2. Discipline in Schools – Teachers’ Powers<sup>1</sup>**

Teachers have statutory authority to discipline pupils whose behaviour is disruptive or unacceptable, who do not follow the School Charter or rules, or who fail to follow a reasonable instruction.

Teachers can discipline pupils at any time that they are in school or elsewhere under the charge of a teacher, including educational visits. In certain circumstances, teachers can discipline pupils when disruptive behaviour or unacceptable behaviour occurs outside of school, e.g. outside of school before and after school.

Teachers can confiscate pupils’ property and arrange to return this to the parents/carers if appropriate.

## **3. Rewards**

We praise and reward pupils for good, acceptable behaviour in a variety of ways:

- Teachers congratulate and praise pupils;
- Teachers gives pupils certain responsibilities within the classroom e.g. class monitors;
- Teachers give pupils class points;
- Key Stage 1 receive the ‘Super Class Award’ on a weekly basis;
- Teachers award stamps to pupils for consistent good work or behaviour, and/or to acknowledge outstanding effort or acts of kindness in school;
- When a pupil has ten stamps, they receive a certificate in our Friday whole school assembly and parents are informed by text that their pupil has received a certificate;
- School Meal Supervisory Assistants (SMSAs) give reward cards to pupils displaying appropriate behaviour;
- Staff should note that food and sweets are not to be used as part of a reward system.

The school acknowledges all the efforts and achievements of pupils, both in and out of school.

#### **4. Sanctions**

The school employs a number of sanctions to enforce the School Charter to ensure a safe and positive learning environment. The school or teacher will impose reasonable sanctions if a pupil misbehaves. Sanctions should be reasonable, match the behaviour and be age appropriate. Sanctions could include the following:

- A verbal reprimand by the class teacher or Phase Leader in the first instance;
- A verbal reprimand depending on severity by the Deputy Headteacher or Headteacher;
- Withdrawal from extracurricular clubs and events;
- Loss of some playtime/lunchtime;
- Asked to write a letter of apology;
- Removal from a class, activities or areas of the school;
- Loss of privileges;
- Confiscation of item that is prohibited or banned in school;
- Fixed term or permanent exclusion.

In addition to the School Charter, each class also has its own Class Charter, which is discussed and agreed by the pupils. This is displayed in a prominent place in the classroom. In this way, every pupil in the school knows the high standard of behaviour that we expect in our school. If there are incidents of unacceptable behaviour, the class teacher discusses these with the whole class during Personal, Social, Health and Citizenship Education (PSHCE) sessions or immediately if required.

Please see Appendix 7 for a flow chart to support teachers with steps to manage disruptive behaviour or unacceptable behaviour

#### **5. Specific Safeguarding issues**

All staff should have an awareness of safeguarding issues. Staff should be aware that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying) sexual violence, sexual harassment and sexting.

Peer on peer abuse can manifest itself in many ways. It is therefore important for staff to recognise that children are capable of abusing their peers and this may result in an allegation of peer on peer abuse being made.

In most instances of unacceptable behaviour, the conduct of pupils towards each other will be covered by this Behavior and Discipline Policy or Anti-bullying Policy. There may be times, however, when the behaviour will be dealt with using the

procedures in the Peer on Peer Abuse Policy. Please refer to the Peer on Peer Abuse Policy which include:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’;
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer can take.

Please also refer to the Anti-Bullying Policy and Online Safety Policy.

## **6. Use of Reasonable Force**

All members of staff should be aware of the regulations regarding the use of force by teachers, as set out in Department for Education’s (DfE) Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies – July 2015

Members of staff in our school do not hit, push or slap pupils. Staff will only physically intervene when it is deemed necessary in the following circumstances:

- to restrain pupils;
- to prevent injury to a pupil or another pupil/pupils;
- if a pupil is in danger of hurting himself/herself.

A child may need an Individual Behaviour Plan to support their behaviour. This should be discussed with the parents/carers, Phase Leader and SENDCo.

The actions that we take are in line with government guidelines on the use of reasonable force. Please refer to the Use of Physical Intervention Policy.

## **7. Prohibited Items – Searching, Screening and Confiscation<sup>2</sup>**

### **8.1 Searching**

The Headteacher has authorised himself, the Deputy Headteacher and Assistant Headteachers the authority to decide which members of staff are authorised to use these powers. There is no requirement to provide authorisation in writing. Members of staff, other than security staff, can refuse to undertake a search. Members of staff can be authorised to search for some items but not others; e.g. a member of staff could be authorised to search for stolen property, but not for weapons or knives.

#### **8.1.1 Searching with Consent**

Members of staff can search pupils with their consent for any item. The ability to give consent may be influenced by the pupil's age or other factors that should be considered.

We are not required to have formal written consent from the pupil for this sort of search – it is enough for a teacher to ask the pupil to turn out his/her pockets or for a teacher to look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his/her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction.

### **8.1.2 Searching without Consent**

The Headteacher and members of staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item. Prohibited items as defined by the Department of Education (DfE) are as follows:

- knives or weapons, alcohol, illegal drugs or stolen items;
- tobacco and cigarette papers, fireworks and pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property; and
- any item banned by the school rules may be searched for. Identified items include personal toys (including toy guns and caps, and exploding fun snaps), aerosol cans, chewing gum and sweets. Pupils in Years 4, 5 and 6 are only allowed mobile phones if they walk to/from school independently and only when written permission has been received by parents agreeing the school's Statement for Pupil Use of Mobile Phones. For all other pupils, a mobile phone is considered a banned item.

Under Article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life and have the right to expect a reasonable level of personal privacy. Any search that needs to be conducted will take place in a private area. A staff member must be of the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. Members of staff can carry out a search of a pupil of the opposite sex to them and/or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The powers allow members of staff to search regardless of whether the pupil is found to have that item after the search. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen items which are later found not to be illegal or stolen.

The school can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil/pupils, e.g. an educational visit. These powers only apply in England.

### **8.1.3 Extent of the Search**

The authorised staff member conducting the search may not require the pupil to remove any clothing other than 'outer clothing.' 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. 'Outer clothing' includes hats, shoes, boots, gloves and scarves. Staff are not authorised to conduct an intimate search – only persons with more extensive powers can do so i.e. a police officer.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers, coats and bags.

A pupils' possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. If a pupil does not give consent to a search, then it is possible to conduct a search without consent but only for the prohibited items listed in Section 8.1.2.

## **8.2 Screening**

There are no screening devices at Wykeham Primary School at present.

## **8.3 Confiscation**

The Education and Inspections Act (2006) enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Please inform the Headteacher or Deputy Headteacher of and item that is seized.

A member of staff may seize any prohibited item found as a result of a search. Staff can also seize any item, however found, which they consider harmful or detrimental to the school's discipline.

Where any article is thought to be a weapon, stolen items or illegal drugs, these must be passed to the police. If a member of staff finds a pornographic image that constitutes a specified offence (i.e. it is extreme or child pornography) it must be passed to the police, including the electronic device that it is found on.

Where staff conducting a search find an electronic device, they may examine any images, data or files on the device if they think there is a good reason to do so. In

determining 'good reason' to examine the data or files, staff must reasonably suspect that the images, data or file on the device in question has been, or could be used to cause harm, to disrupt teaching or break the school rules.

## **8. Fixed-Term and Permanent Exclusions**

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he/she will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents how to make any such appeal.

The Headteacher will inform the Local Authority (LA) and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

One of the Co-Chair of Governors will consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **9. The Role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the School Charter and the Class Charter are enforced in their class, and that their pupils behave in a responsible manner during lesson time and when moving around the school building.

The class teachers in our school have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

The class teacher treats each pupil fairly and enforces the Charters consistently. The teacher treats all pupils in their class with respect and understanding.

The class teacher is responsible for monitoring the behaviour of pupils in their class. It is imperative that underlying factors of behaviour triggers are identified so as to implement improvement strategies. Examples of these include low self-esteem; curriculum mismatch where an activity does not meet the needs of the pupil or challenging behaviour at certain times. The class teacher should be

proactive and anticipate the inappropriate behaviour before it arises. Abrupt reprimands can exacerbate a situation.

The class teacher should deal effectively with one-off isolated incidents of misbehaviour. Class teachers must inform parents verbally if there is a concern regarding their child's behaviour as soon as possible and before sending a letter to parents to inform them that their child will be placed on a Behaviour Report Card (please see Appendix 5). The class teacher must ensure that the Phase Leader and Special Educational Needs Coordinator (SENDCo) see the letter before it is sent and a copy should be given to the School Office to be retained.

## **10. The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement this Behaviour and Discipline Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps the Racial Harassment File in his office and the Deputy Headteacher keeps the Behaviour Incident Reports in her office.

The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of unacceptable behavior. For repeated or very serious acts of unacceptable behaviour, the Headteacher may permanently exclude a pupil. Both these actions are only taken after one of the Co-Chairs of Governors has been notified.

## **11. The Role of Parents/Carers**

The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

Parents/carers sign the Home School Agreement Form on application to the school, which outlines our expectations from pupils and parents as well as what parents can expect from the school.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the initial meeting with the Headteacher and parents/carers. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their pupil's welfare or behaviour.

If the school has to use reasonable sanctions to support a pupil to modify their behaviour, parents should support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the

Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **12. The Role of Governors**

The Governing Body has the responsibility of implementing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement this Behaviour and Discipline Policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **13. Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of rewards received and unacceptable behaviour on the School Information Management System (SIMS). Records of medical attention are kept in the medical room. Behaviour that raises safeguarding concerns are recorded on the school's 'Concerns about a Pupil Reporting Form' and dealt with by one of the Designated Safeguarding Lead.

A Behaviour Log is kept for a pupil that is identified for behaviour monitoring. Records are kept of classroom observations of a pupil. A record of serious behaviour incidents are recorded on the SIMS and a termly Behaviour Incident Report is produced. This is discussed in CLT meetings and a copy is kept in the Deputy Headteacher's office.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **14. Review**

This policy is reviewed every two years. The Governing Body, however, may review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

## Wykeham Primary School Key Stage 1 Time Out Sheet

Pupil's Name: \_\_\_\_\_

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

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Time out in class:  Time out in parallel class:  Class sent to: \_\_\_\_\_

Details of inappropriate behaviour:

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Pupil to draw a picture or writes about what they will do next time.

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After completion discuss with the pupil, comment if necessary and file in class Behaviour File.

Name of staff member issuing form: \_\_\_\_\_

## Wykeham Primary School Key Stage 2 6W Sheet

Pupil's Name: \_\_\_\_\_

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

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Time out in class:

Time out in parallel class:

Class sent to: \_\_\_\_\_

What happened?

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What I did:

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Why I did it:

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What part of the School Charter did I not follow?

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What I need to do now to make things okay:

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What I need to do instead next time:

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After completion, read through the completed report with the pupil and discuss their responses. Please add any comments if necessary. Please file in the class Behaviour File.

Name of staff member issuing form: \_\_\_\_\_

**Appendix 3**

Wykeham Primary School  
Incident Report Form

Pupil's Name: \_\_\_\_\_

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

Date: \_\_\_\_\_

Time: \_\_\_\_\_

1. Brief factual description of incident. Witness statements to be recorded separately if necessary and attached to form

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2. Type of unacceptable behaviour/incident:

- Assault – pupil/adult
- Bullying
- Complaint from parent/pupil
- Damage to property
- Defiance/disobedience
- Disruptive behaviour
- Fighting
- Bullying
- Leaving class without permission
- Lunchtime incident
- Dangerous behaviour creating health and safety hazard
- Self-exhibition
- Racist incident
- Interfering with another pupils clothes(e.g. pulling up a top pulling down trousers)
- Rudeness – pupil/adult
- Verbal abuse – pupil/adult
- Prejudice based incident
- Inappropriate use of mobile phones/social media
- Other. Please state: \_\_\_\_\_

3. Strategies used:

- Warning / reminder of appropriate behaviour
- Key Stage 1 Time Out Sheet
- Key Stage 2 6W Sheet
- Time out in class
- Time out in another class – state class: \_\_\_\_\_



**BRENT COUNCIL**  
**Education, Arts & Libraries**  
**Racial Harassment Incident Form**

School: ..... Date: .....

Person Reporting Incident:  
.....

Status: e.g. Teacher  Pupil  Other

**1. Nature of Incident (Please tick)**

- |                  |                          |                             |                          |
|------------------|--------------------------|-----------------------------|--------------------------|
| Racist graffiti  | <input type="checkbox"/> | Verbal abuse/name calling   | <input type="checkbox"/> |
| Physical assault | <input type="checkbox"/> | Damage to personal property | <input type="checkbox"/> |
| Written abuse    | <input type="checkbox"/> | Threats                     | <input type="checkbox"/> |
| Bullying         | <input type="checkbox"/> | Racist literature/insignia  | <input type="checkbox"/> |

Other (Please specify)  
.....

Single incident  Multiple  Over what period: .....

Did incidents always take place in school? Yes  No

If No, please specify where (if known):  
.....

**2. Other information/description of incident (give details – you may wish to attach a separate sheet)**

**3. Action taken (give details)**

**4. Detail of victim(s) subject to racial harassment [if known]:**

Surname			Home Address
First Name			
Age	Sex M / F	Ethnic Origin	
Please tick box:			
Pupil	<input type="checkbox"/>	Teaching Staff	<input type="checkbox"/>
Non-Teaching staff	<input type="checkbox"/>	School Governor	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	.....	

**5. Name and ethnic origin of perpetrator(s) [if known]:**

Surname			Home Address
First Name			
Age	Sex M / F	Ethnic Origin	
Please tick box:			
Pupil	<input type="checkbox"/>	Teaching Staff	<input type="checkbox"/>
Non-Teaching staff	<input type="checkbox"/>	School Governor	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	.....	
Unknown	<input type="checkbox"/>		

**6. Has the Education Welfare Officer been involved?** Yes  No

Any other Education Officer been involved? Yes  No   
Give details.

Involvement of Other Agencies – give details of Agency and extent of involvement: e.g. Police

Signed ..... (Person subject to incident) Date .....

Signed ..... (Headteacher) Date .....

**This form should be kept secure by the headteacher and should form the basis for an annual report to Governors and the LEA.**

**Appendix 5**

Date to be inserted

Dear Parent/Carer,

**Re: Behaviour in class**

I am becoming very concerned about ..... unacceptable behaviour in school. The unacceptable behaviour that your child is typically displaying consist of the following:

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The school does not want this unacceptable behaviour to continue, as it is very disruptive both to your child and other pupils in the classroom.

I am considering placing your child on a Behaviour Report Card to monitor his/her behaviour and I would like to discuss this strategy with you as soon as possible.

I would be grateful if you could return the reply slip at the foot of this letter acknowledging receipt of this letter and indicating a time when you will be able to meet with me.

I am usually available between..... and ..... on .....

I look forward to hearing from you by ....., so that we can both support your child to improve his/her behaviour.

Yours sincerely,

Class Teacher

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Child's Name: ..... Class: .....

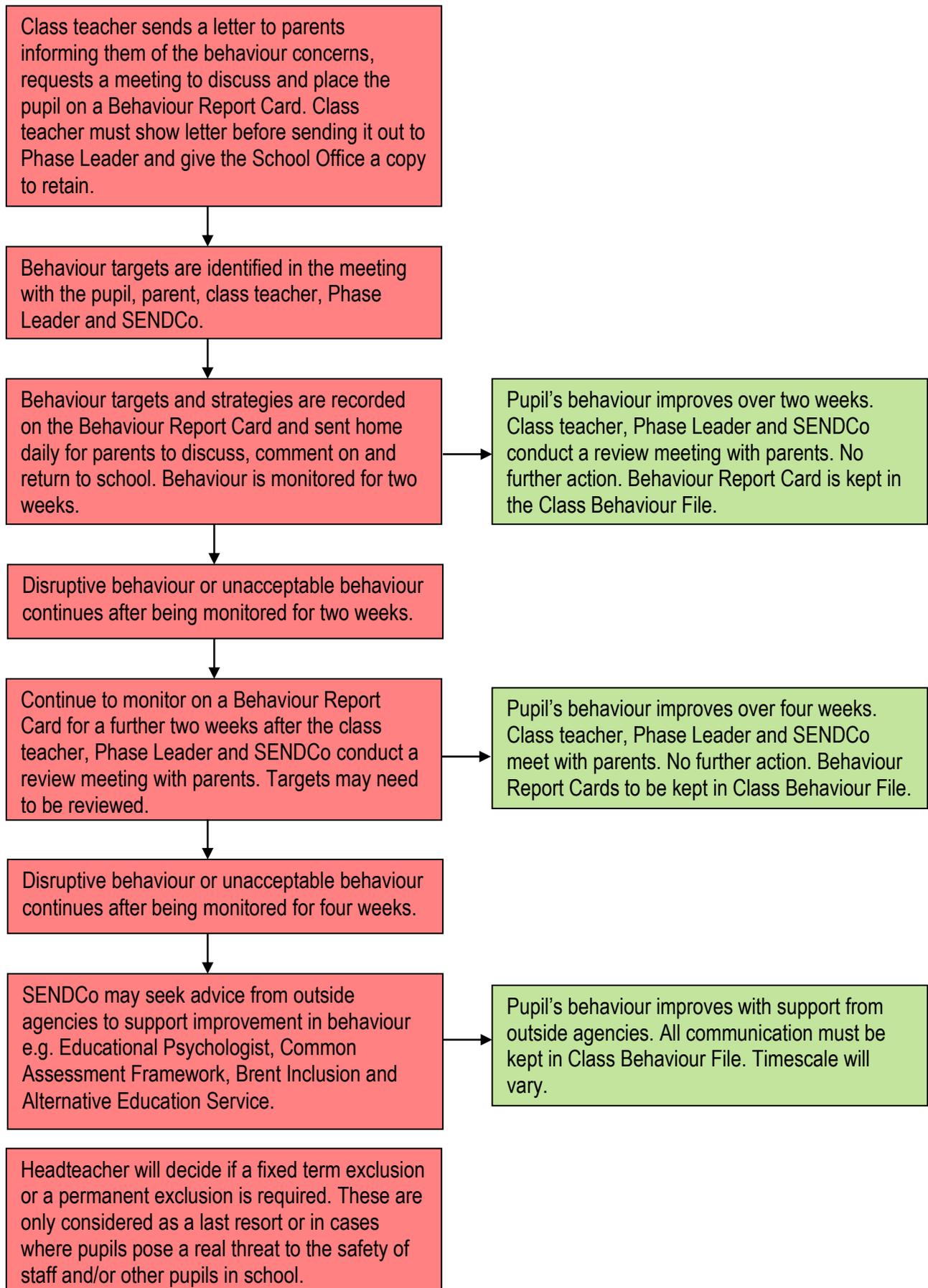
I acknowledge receipt of your letter to me, dated .....

I would like to make an appointment to see you on ..... at .....

Parents signature: .....

## Appendix 7 – Flow Chart for Sanctions





\*SENDCo – Special Educational Needs and Disabilities Coordinator  
 \*Parents – refers to parents and carers

\*TA – Teaching Assistant

## Appendix 8 – Copy of Behaviour Report Card

Actual version is available from the School Office.

<b>Targets</b>
<b>These targets will help me to improve my behaviour by:</b>
<b>My teacher will support me to meet my targets by:</b>
<b>My parents/carers will support me to meet my targets by:</b>
<b>I aim to meet my targets by:</b>
<b>We will measure success by:</b>

<b>Wykeham Primary School Behaviour Report Form</b>	
<b>Pupil's Name:</b> _____	<b>Class:</b> _____
<b>Week commencing:</b> _____	
<b>Teachers must:</b>	
<ul style="list-style-type: none"> <li>• Meet with parents, Phase Leader and SENDCo to discuss behaviour targets and strategies, and monitoring timescale.</li> <li>• Comment on positive aspects and negative aspects of how the pupil has met the targets.</li> <li>• Date and sign the Behaviour Report Card at the end of each day.</li> <li>• Review the pupils' behaviour and Behaviour Report Card with the parent, Phase Leader and SENDCo after two weeks.</li> <li>• Retain the completed Behaviour Report Card in the Behaviour Management File.</li> </ul>	
<b>Parents/Carers must:</b>	
<ul style="list-style-type: none"> <li>• Support Wykeham Primary School with your child's behaviour concerns.</li> <li>• Support your child with their targets.</li> <li>• Ask your child to show you the Behaviour Report Card every day.</li> <li>• Discuss the comments on a daily basis with your child and sign at the end of each day. You may add a comment.</li> <li>• The Behaviour Report Card must be returned to school every day.</li> <li>• Add your own comments at the end of the week and return the Behaviour Report Card to school.</li> </ul>	
<b>Pupil must:</b>	
<ul style="list-style-type: none"> <li>• Make every effort to improve your behaviour thinking about the targets and strategies that have been discussed with you.</li> <li>• Show responsibility by looking after your Behaviour Report Card.</li> <li>• Take it home each evening, discuss the daily comments with your parents/ carers and bring it back to school the next morning.</li> </ul>	

Wykeham Primary School - Behaviour Report Card							
Pupil's Name: _____		Class: _____		Class Teacher: _____			
	Session 1 EY/KS1 9.00 - 10.15 KS2 9.00 - 11.00	Session 2 EY/KS1 10.30 - 11.45 KS2 11.15 - 12.30	Lunch Break EY/KS1 11.45 - 12.45 KS2 12.30 - 1.30	Session 3 EY/KS1 12.45 - 2.00 KS2 1.30 - 2.30	Session 4 EY/KS1 2.15 - 3.15 KS2 2.30 - 3.15	Teacher's signature	Parent's / Carer's signature. <small>You may add a comment.</small>
<b>Monday</b> Date:							
<b>Tuesday</b> Date:							
<b>Wednesday</b> Date:							
<b>Thursday</b> Date:							
<b>Friday</b> Date:							
<b>Parent/Carer comments at the end of the week:</b>							