



# Behaviour Policy

September 2024

# BEHAVIOUR POLICY

<b>Policy to be reviewed biennially</b>			
<b>Action</b>	<b>Owner</b>	<b>Date</b>	<b>Completed</b>
Reviewed	Head (Mark Maddocks)	August 2024	✓
Approved	Education Committee	November 2024	✓

Date of next review: September 2026

<b>To be published on</b>	
School network	✓
School website	✓

This policy applies equally to the Early Years Foundation Stage setting, KS1 and KS2 as taught at St Christopher's School. ***This policy is reviewed annually.***

## **Accessibility notice**

To enable easier reading, this Policy is available in a larger font upon request

## 1. Aims of Policy

St Christopher's is a school where pupils are celebrated as individuals; they are supported and challenged, enabling them to thrive and be the best version of themselves today and tomorrow.

The aims of this policy are:

- to create a culture of exceptional behaviour for learning, for community, for life
- to foster a culture of inclusion, mutual respect, self-discipline, and self-motivation

The school has regards to DfE non-statutory advice 'Behaviour and Discipline in Schools' (2016).

### *Related Policies*

- Wellbeing policy
- Learning enrichment policy
- Physical intervention policy
- Online safety policy
- Anti-Bullying policy
- PSHCE policy
- Educational visits policy
- Discipline and exclusions policy
- Acceptable use policy
- Child Protection and Safeguarding Policy

Staff and pupils took part in a consultation in the revision of this policy.

## 2. Guiding Principles

St Christopher's welcomes pupils from a wide variety of ethnic backgrounds and faiths. Everyone is treated fairly and as an individual, with the aim to develop the whole person, and equip pupils to take their place in the modern world.

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

Through a spirit of trust and cooperation, the school guides staff to cultivate self-regulation. The highest values and standards of behaviour are expected inside and outside the classroom, as well as outside the school and in any written or electronic communication.

The school not only helps pupils develop a strong moral compass, understanding the difference between right and wrong, but also allows pupils to understand why behaviour is productive, unhelpful, or even hurtful, in a given context.

Every pupil is helped to develop a sense of personal identity and cultural identity that is confident and open to change and reflection, and receptive and respectful towards other identities.

Every pupil is helped to develop the knowledge, understanding and skills that she needs in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.

**All staff must ensure that they follow this policy. Good modelling, and consistency of approach which ensures that staff follow through on any incident, result in the best outcomes for our pupils.**

### 3. School Culture

St Christopher's places kindness, respect, diversity, inclusion, and a sense of community at the core of its ethos and actions. The school culture speaks of belonging.

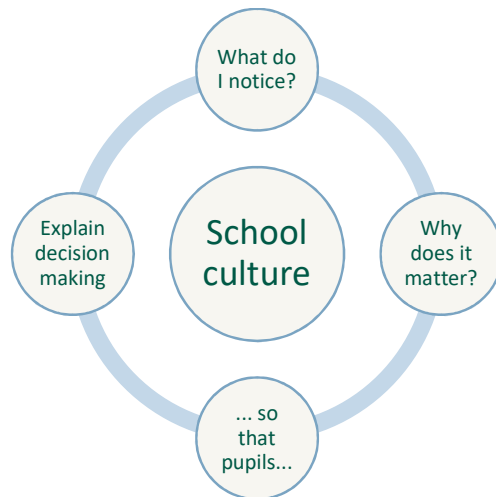
There are five interwoven elements that make a good school culture<sup>1</sup>, which underpins the school's approach to education, pastoral care and, therefore, behaviour:

- Fundamental beliefs and assumptions – *what do we think is true?*
- Shared values – *what do we think is right and wrong?*
- Norms – what is expected of us – *how should we behave?*
- Patterns and behaviour – *what is behaviour really like?*
- Tangible evidence – *what are the signs?*

The school uses assurance principles to preserve a good school culture:

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<sup>1</sup> Harvard School of Education, Shafer (2018)



Quality assurance is the responsibility of the senior leadership team, but all staff have a duty to **notice behaviour** ('What do I notice?') and to take the **child's perspective** ('Why does it matter?'); this underpins active bystander principles, the basis of the school's approaches towards safeguarding and pastoral care. All behaviour is communication. The conversations that come out of this attitude create a shared endeavour, that is inquisitive rather than judgmental, and which focuses on **impact** ('...so that pupils...'), and **articulates** it, not relying on instinct or assumptions ('Explain decision-making').

## 4. Behaviour

### 4.1 Behaviour Expectations

The Rights Respecting Schools framework and St Christopher's Habits, inform our expectations, though these are built upon (see below 'Involvement of Pupils'). They apply at all times, in and out of school, including in the playground, on trips and online (see the school's Acceptable Use Policy). Expectations are:

- The most effective discipline is self-regulation not imposed discipline. The school encourages pupils to focus on solutions and equips them with strategies and options to enable better outcomes.
- Each child must learn to be responsible for their own learning, intellectual and moral.
- Each child must show consideration for the welfare and rights of both other children and adults.
- Each child must be aware that bullying is unacceptable.
- Each child must be given the confidence and tools to challenge unkind behaviour towards them and others.
- Consequences follow actions.

The school's Rights Respecting School award and St Christopher's Habits form the basis of expectations for behaviour,

Consistency will be maintained if parents and teachers have the same standards, and all parents are expected to fully support our school policies.

To help promote good behaviour and the school's values, visual systems and St C's Habits are used in classrooms and around the school:

- Golden rules
- Rights Respecting School
- British values posters
- 'You've been spotted' school display

## **4.2 Education of Pupils**

Through PSHCE lessons, P4C enquiries, Rights Respecting Schools Award (RRSA) and 'circle time' pupils are encouraged to think about the importance of our values, 'community' and 'kindness'; House Captains and Form Captains are encouraged to promote respect; and School Council gives the pupils a sense of involvement and pride in the running of the school. Pupil surveys are regularly undertaken.

At the beginning of each academic year, each class establishes a set of behaviour to outline class expectations (Appendix 1). St Christopher's Habits are discussed as school-wide expectations, with RRSA as the backdrop to these conversations.

Seeking out pupil voice, empowering the pupils and giving them opportunities to develop agency is an integral part of the school's approach to positive behaviour.

## **4.3 Behaviour in lessons**

Behaviour management plays an essential role in good teaching and teacher strategies have a crucial role to play in cultivating excellent behaviour for learning. Planning exciting lessons, creating a stimulating environment and using techniques which engage all pupils as much as possible are crucial aspects of behaviour management. Our curriculum focus on 'discursive subjects' (Philosophy, for example) encourages pupils to listen and share their opinions. Teachers also employ a range of strategies for quick, unfussy behaviour management. One size fits all is unlikely to work for all children so we encourage flexibility of approach.

All teaching staff are expected to take a proactive response to behaviour management, whether form teachers, TAs, or subject specialists, and deal with issues on the spot and unobtrusively. If a teacher feels that a child would benefit from stepping outside the room to calm themselves, this strategy may be used. Younger children may sometimes benefit from a quick walk with a TA. These are both used to help a child regulate and should be used sparingly. Where possible, the teacher takes responsibility for helping a child get re-engaged, so they don't lose lesson time. More serious incidents may need to be followed up with parents and/or recorded on CPOMs.

Examples of classroom strategies:

- Empathic approach 'How would you like other people to behave towards you when you are speaking?'

- Acknowledging good pupil behaviour choices
- Clapping a rhythm to be repeated
- Using an egg shaker
- Using mindfulness bells
- Recall songs (e.g. 'Eyes on me, hands on hips')
- Hands up

#### **4.4 Behaviour around the school**

Pupils are expected to:

- Move calmly around the school / down the stairs and walk to the left of the staircase
- Show good manners:
  - Show consideration for and be courteous to others (e.g. being quiet near offices or other classrooms; holding doors open for each other and for adults)
  - Knock and ask for permission to enter an office or another classroom
  - Smile and greet people as they pass
- Not eat food in the corridors or cloakroom

Pupils are expected to respect the physical environment, resources and buildings. Parents may be asked to pay for any damage caused by their daughter.

##### *Lavatories and cloakrooms*

Children are expected to behave appropriately, respect the privacy of others and maintain a high standard of hygiene. Pupils must ask permission before going to the lavatories or cloakroom.

##### *In the playground*

All playground areas are supervised by appropriate adults during playtimes. Pupils report any accidents / incidents to one of the adults on duty.

- In general, pupils play with children in their own year group.
- Girls should take out everything they need for play before exiting the building and not re-enter without permission from an adult [on duty], including visits to the toilet.
- Girls should treat playground equipment with care.
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- Girls should include other children in their games to ensure no child is excluded.
- Girls should try to sort out their own disagreements before asking for an adult to intervene.
- When the bell is rung at the end of play, girls are expected to tidy away any equipment then line up quietly.
- Any accidents should be reported to the adult on duty.
- If teachers ask girls to come in at lunchtime, girls must wait in the playground until the teacher comes out to get them (apart from regular weekly clubs).
- Ensure that lost property is collected, and rubbish is disposed of appropriately.

### *Wet Play*

During wet play, girls will:

- Remain in their classrooms unless otherwise directed
- Not use potentially hazardous items and only involve themselves in activities that have been approved by the class teacher
- Y6 (or in their absence Y5) will help monitor the behaviour of the pupils in R, Y1 and Y2
- Not climb on furniture
- Abide by classroom rules

### *Lunch*

- In the Lower School, pupils are supervised going back and forth to the dining room.
- In the Upper School, pupils walk over independently from the courts at the allocated time.
- On arrival in the dining room, girls sit in their allocated year group spaces and are called up to the queue by the lunchtime supervisors. They are expected to talk quietly with the girls on their table and while in the queue.

### *Uniform*

Uniform contributes to the ethos of the school and parents should undertake to provide the correct uniform from the official stockist at all times. If girls fail to wear the correct uniform, parents will be contacted.

## **4.5 Educational visits**

Educational visits are carefully planned by the staff to extend the curriculum for the children. All pupils are expected to uphold the high standards of the school when taking part in an off-site activity. The welfare and safety of all the children in a group is paramount; if a child is not able to demonstrate responsible behaviour in school, it is possible that this could pose a problem for the group as a whole whilst off-site, and the teacher may have to exclude a pupil from a trip if there are problems with general behaviour. This would be discussed with relevant members of the pastoral team. In certain circumstances, it may be possible to include a child if the parent accompanies the child. For clear guidelines and expectations of behaviour please see the Education Visits Policy. Clubs are co-curricular activities therefore the school reserves the right to exclude a child if their behaviour disrupts the group as a whole.

## **5. Supporting pupils' wellbeing**

There are many factors that may bring about temporary change in a young person's behaviour and consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

At St Christopher's, teachers and pastoral staff track changes in pupils' patterns of attainment, attendance or behaviour, so that they are noticed and can be acted upon. All behaviour is



communication. Where challenging or unusual behaviour is observed, the pastoral team will discuss support to put in place. Parents would be involved.

If a member of staff feels that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty, they must seek advice from the Learning Enrichment Coordinator (see the school's Learning Enrichment Policy). If the member of staff feels that the behaviour is due to a change in wellbeing, which could be indicative of something deeper, they should inform the pastoral team immediately.

It is important to acknowledge that even after the incident has been dealt with, pupils can remain affected emotionally by it. The form tutor will monitor pupils and provide aftercare when needed. ELSA sessions may also be offered.

## 5.1 Friendship problems

How does bullying differ from friendship problems?

Bullying:

- Is deliberately intended to hurt or humiliate
- Involves a power imbalance that makes it hard for the victim to defend themselves
- Is usually repetitive or persistent
- Often involves no remorse or acknowledgement of the victim's feelings

Sometimes, however, pupils can feel hurt or upset because they have been teased or have fallen out with a friend. This is not the same as bullying but naturally, this is still taken seriously.

School staff are ready to help and support pupils who have fallen out with friends, but such situations will not be treated in the same way as a case of bullying. However, the strategies we use may be similar because we acknowledge that over a period of time the impact on the pupil may be the same, and the situation could become bullying if it escalates.

Through the pastoral curriculum, pupils are taught to try and sort out their own disagreements before asking for an adult to intervene.

## 6. Rewards and Sanctions

**Rewards** are a way to provide instant feedback to pupils about their behaviour, and to promote our core values. It is expected that teachers use praise and feedback in their lessons to recognise effort and endeavour.

## 6.1 Rewards

<b>Good work Good effort</b>	<b>Wow Work display – Lower school</b>	<b>Any time</b>
<b>Good work Good effort Positive attitude Exhibiting Habits of St Christopher’s</b>	<b>Merit</b>	<b>Any time (class charts kept by form tutor) Added up termly; count towards House points</b>  Merits are counted up at the end of every term and count towards House points.
<b>Positive attitude / endeavour</b>	<b>Owl Award</b>	<b>Termly (awarded in final assembly) One for class</b>
<b>Creative approach to learning Creativity (not just in art)</b>	<b>Creativity Cup</b>	<b>Weekly (awarded in assembly) Anyone</b>
<b>Good sportsmanship</b>	<b>Sportswoman of the week</b>	<b>Weekly (awarded in assembly) Anyone</b>
<b>Good work Good effort Positive attitude</b>	<b>Position of responsibility: Form and Vice Captains (Years 2 to 6)</b>	<b>Termly (awarded in assembly)</b>
<b>Any positive behaviour / efforts / achievements</b>	<b>You’ve been spotted – wall display</b>	<b>Anytime Anyone Not tracked</b>
<b>Any (exceptional?) positive behaviour / efforts / achievements / sustained positive change</b>	<b>Secret Letter / postcard (letter from the Head)</b>	<b>Anytime Anyone Tracked</b>  Teachers nominate girls via an email sent to the Head, who then writes a secret letter to a girl which is sent to her home address. The girl does not know she has been nominated – hence the 'secret'.

In addition to the above, the Year 6 pupils are invited to a presentation assembly in their final term, when their achievements and efforts are recognised.

## 6.2 Addressing poor or sub-standard behaviour

The school endeavours to create an environment in which all children appreciate the need to behave appropriately at all times. However, occasionally it might be necessary to reinforce good behaviour using a series of clearly explained warnings, consequences and sanctions. Behaviour management should not disrupt the flow of lessons. Recurrent and serious behaviour incidents must be logged on CPOMS.

Sanctions are determined by the nature of the behaviour on a case-by-case basis, so that flexibility and reasonable adjustment can be afforded depending on the age, ability or SEND of the pupil. All incidents will be handled in a fair, caring and supportive manner.

Pupils are made aware that they are responsible for their own actions and the pupil will be reprimanded in a thoughtful and compassionate way. The school believes that all sanctions must always be proportionate and fully rejects the use of corporal punishment, recognising that it is illegal in all circumstances.

In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

An understanding of the pupil behind the behaviour is key to our behaviour strategy and should always be part of the consideration when deciding how best to respond, in line with the school ethos of kindness, inclusion and responsibility.

As far as possible, the sanction applied should be as constructive as possible. Teachers should spend time explaining why the behaviour is below standards and to use examples of the desired behaviour.

Pupils are encouraged to make reparation; staff should then ensure that the pupils appreciate that the matter is closed and will not be referred to again.

In class, disruptive behaviour can be presented by learners in a number of ways, ranging from wanting to dominate the classroom, talking when they shouldn't be, arguing with the teacher unnecessarily, challenging the teacher on certain issues, ignoring instructions, not wearing the correct uniform, forgetting sports kit, not completing homework etc.

For minor misdemeanours some of the following procedures may apply rather than using any formal systems. The aim should be to avoid disrupting the flow of the lesson wherever possible. For example:

- Ask gently, e.g. "What should you be doing?" to encourage ownership of behaviour and a redirection to positive behaviour; link back to the golden rules, e.g. "At this school, we listen... we use kind words".
- It is important to verbalise the warning, so that the child has the opportunity to correct her behaviour.
- A reminder about the behaviour, focusing on what the pupil should be doing instead e.g., "At this school we are kind; was your behaviour kind?"

- Redirect or separate a pupil from object of distraction (be mindful of any learning needs relating to attention and focus; discuss with Learning Enrichment Coordinator)
- If this is not heeded and the behaviour continues, the child may be asked to sit out (be removed from the group) for a minute. The child may be asked to stand with the teacher during a break time. A child should not sit out for more than fifteen minutes over the course of the week and should not miss an entire break.
- Bring up issues in circle time/PSHCE in a way that is sensitive to the children, even automising what has happened if the member of staff feels that is appropriate
- Setting the pupil a specific task, e.g. a piece of writing connected with the incident (e.g. the child's version of the incident) or writing a letter of apology.
- Contacting parents by phone or by speaking to them at the end of the day in the presence of the child to ensure that the correct version of events is reported.
- If the behaviour continues, the teacher will use a behaviour 'Ready to Learn' chart specific to their pupil's needs; duration is dependent on situation and child. 'Ready to Learn' charts are shared with the parents.

Poor behaviour outside lessons (e.g. dining hall, playground) is managed by the member of staff on duty / the playground supervisors, who would follow the same steps. The form tutor would be alerted via CPOMS and decide if a ready to learn / behaviour chart would be appropriate.

It is also not acceptable for a child to be required to work on their own in a classroom or the library unless there is always a member of staff with them.

The school recognises its duty to prepare pupils for life in senior school. From the second half of the spring term, the school will work with Year 6 pupils on the upcoming transition to Year 7 and their sense of responsibility. Reflection time, normally used for serious incidents, is an additional measure that the Head of the Upper School may wish to implement, in consultation with the Year 6 teachers and the Head.

Reflection time is scheduled during the school day at break, lunchtime or after school in some instances, the duration reflecting the age of the child and the gravity of the incident/s. It is supervised by a member of the Year 6 team, or the Head of the Upper School. This may, at times, be led by the Head. Parents are informed when this measure is implemented.

### **6.3 Serious misdemeanours**

This might include:

- Being rude to a member of staff, volunteer or visitor
- Vandalism / defacing school property
- Bringing the school's name into disrepute
- Bullying and cyber bullying (see Anti-bullying policy)
- Possessing a prohibited item (see Exclusion policy)
- Theft
- Cheating / plagiarism

On these occasions, the teacher should liaise with the Head of Upper/Lower School.

- The Head of Lower / Upper School will talk to the pupil to reinforce behaviour expectations and to understand the incident. Parents might be contacted.
- The pupil may be asked to see the Head to reflect on their behaviour. Parents would be contacted.
- If it is considered appropriate, a writing task as above may be set, to be done at home so that parents are involved and are asked to sign it.

Further sanctions are determined by the nature of the behaviour on a case-by-case basis, so that flexibility and reasonable adjustment can be afforded depending on the age, ability or SEND of the pupil.

In very serious cases, the Head might take further action, including internal suspension, a fixed term or permanent exclusion of the pupil from the school.

A record of sanctions for serious misdemeanours is kept by the school.

#### **6.4 Violence Against Staff or Pupils**

There are no circumstances in which violence towards any pupils or members of staff is acceptable. This includes acts of violence by other staff/pupils or members of the public. Any acts of violence should be reported to the Head immediately and appropriate action will be taken, involving appropriate disciplinary procedures and contact with the police if necessary.

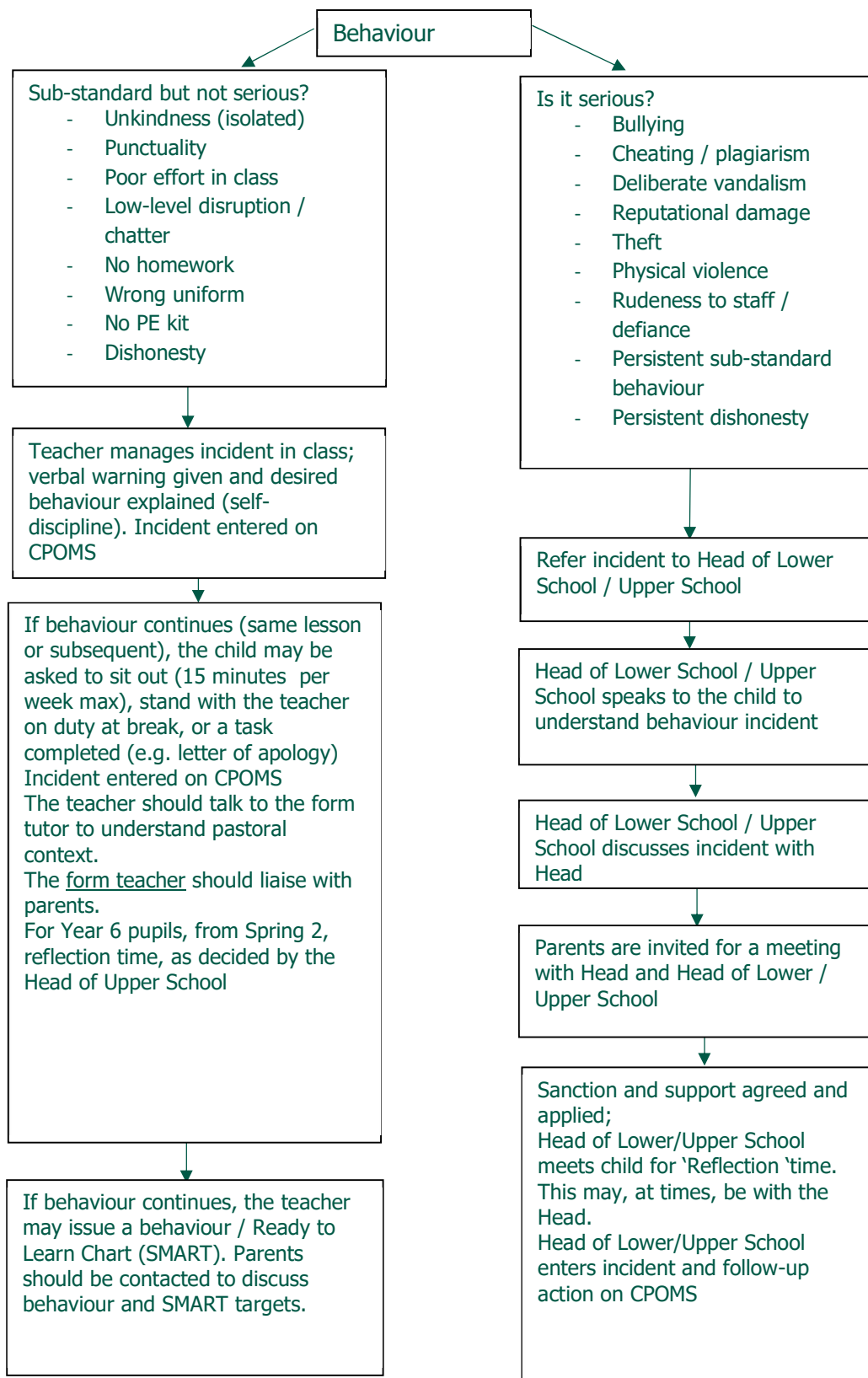
#### **6.5 False Allegations**

Pupils who have made false allegations against staff will have appropriate sanctions applied. The seriousness of such allegations will be explained to the pupil and their pre-existing understanding of that seriousness assessed when deciding on the appropriate disciplinary response.

#### **6.6 Physical Interventions**

- No member of staff should ever strike a pupil or threaten to do so.
- Physical intervention should only be used in extreme circumstances e.g. when another child is seriously threatened, and then only the minimum physical contact e.g. holding the upper arm, should be used (please see the Physical Intervention Policy.)
- Physical intervention should be seen firmly within the context of the school Behaviour Policy and remains an action of last resort. It must not be deployed as an alternative behaviour management strategy.
- A separate physical intervention log is kept in the Reception classrooms.

## 6.7 Sanctions



## 6.8 Serious sanctions

The school's policy on Discipline and Exclusions is set out on the website (see the [Discipline and Exclusions Policy](#)), and all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Head can impose for serious breaches of the rules and regulations, including criminal behaviour.

Examples of offences likely to be punishable by suspension or exclusion:

- Supply/possession/use of certain drugs and solvents of their paraphernalia or substances intended to resemble them, or alcohol or tobacco
- Physical violence/assault against pupils or adults
- Verbal abuse or threatening behaviour against pupils or adults, intimidation, racism, or persistent bullying (as defined in the school's anti-bullying policy, and our child protection and safeguarding policy)
- Theft, blackmail
- Abuse on the grounds of race, religion/belief, disability, gender etc. (all the protected characteristics under the 2010 Equality Act)
- Misconduct of a sexual nature; supply or possession of pornography
- Possession or use of an unauthorised firearms of other weapons
- Vandalism or computer hacking, damage to property
- Other serious misconduct which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises

## 7. Record keeping

All incidents of poor behaviour will be recorded on our electronic monitoring system CPOMS. The Form Teacher will ensure parents are communicated with either via a written note or by telephone. A telephone call or face to face meeting may be preferable in certain situations.

## 8. Leadership

### Leadership

Behaviour, and by extension the efficacy of this policy, is monitored both informally and formally. The scrutiny of logs (bullying, sanctions, complaints, CPOMS) happens regularly in pastoral and senior leadership meetings. Conclusions are drawn and actioned as necessary.

### Teachers and teaching assistants

The self-evaluation element of the school's PRD cycle invites teachers to reflect on their classroom behaviour management and the impact of the strategies they used. There are further opportunities for teachers to share best practice in the PRD via lesson investigation feedback and peer observation cycles.

School culture and policy is the focus of staff, key stage and subject leads meetings. It is intrinsic to the school's teaching and learning approach.

**Pupils and parents**

Pupil and parent voices are essential elements to the school's quality assurance processes; surveys and focus groups are frequently scheduled, encouraging reflection on impact and future action.

**Governors**

The Governors evaluate the implementation of the school's policies on a regular basis, through Policy in Practice visits. The behaviour policy is evaluated annually.



## Appendix 1 – Class expectations set at the start of the academic year

When working with their class to agree class expectations, form tutors may wish to bear in mind the following.

- All 'rules' should be positive statements

In the general running of lessons, pupils are expected to:

- be on task – not distracted or distracting others
- strive to achieve the best results possible
- bring in the correct equipment (including PE clothes) each day
- help ensure that unnecessary noise level is kept to a minimum
- in and around school, show respect towards each other.
- be sensitive to and aware of the needs of all pupils and to be aware of any who are being bullies
- include other children in their games and ensure no child is excluded
- treat playground equipment with care
- tidy away any equipment then return, as quickly as possible, to their classrooms when the bell is rung at the end of play
- Show courtesy – greet staff and children as you arrive in school; hold doors open for others; say thank you.

At the start of term, at the time of drawing up the class expectations, form teachers should arrange a 'walk about' around the school to model courtesy.



# DIY STOP-START

**What you'll need:**  
Red and green paper plates  
Marker pens / String / Pegs

- 1 STOP and START plates!**  
Give everyone 3 red paper "STOP" plates and 3 green paper "START" plates. If no plates are available create your own with red and green marker pens by drawing a large circle on A4 paper.
- 2 Create STOP and START phrases**  
Think of a time when someone did something that you didn't like or a rule or advertisement that offended you or someone close to you. Come up with a phrase that describes what you didn't like, starting with the word "STOP..." Write this phrase on the STOP plate. Then, come up with a phrase that describes what you would have liked instead, starting with the word "START..." Write this phrase on the START plate.
- 3 Once your STOP and START plates are complete...**  
Use the pegs and string to attach each plate to form a stop/start line of action.
- 4 Ask volunteers to read their STOP/START plates aloud.**
- 5** Now think about how to put your START plans into action.
- 6** Find out how others got started in **Ideas for Change** and **Making Positive Relationships Happen**.

## **Appendix 2 - Remote Learning**

The school maintains the same expectations of its pupil's behaviour during remote learning as in the classroom. Pupil's online conduct will routinely monitored.

Peer-on-peer/child on child abuse, or concerns around behaviour which may be perceived as such, will be referred to the designated safeguarding lead. Please also see the child protection, anti-bullying and online safety policies.

**Appendix 3 – Reflection form (meeting with the Head)**

**Reflection form (Lower School)**

<b>Date</b>	<b>Name of child:</b>	
<b>Which rule have you broken?</b>		
	<b>What I did</b>	<b>What I should have done</b>

**Reflection form (Upper School)**

<b>Date</b>	<b>Name of child</b>
<b>Teacher's name</b>	
<b>In what ways did your behaviour go against the school's expectations / the golden rules? OR which golden rule have you broken?</b>	
<b>What could you have done differently?</b>	
<b>What could make the situation better now?</b>	
<b>Write about an example of good behaviour / something positive that you have done this week.</b>	

**Appendix 4 – Example of behaviour / ready to learn chart**

**NB. Form will be adapted to the needs of the individual, it may include playtimes if this is an area of focus.**

\_\_\_\_\_’s behaviour chart



	School		Home
	morning	afternoon	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday	N/A		
Sunday	N/A		