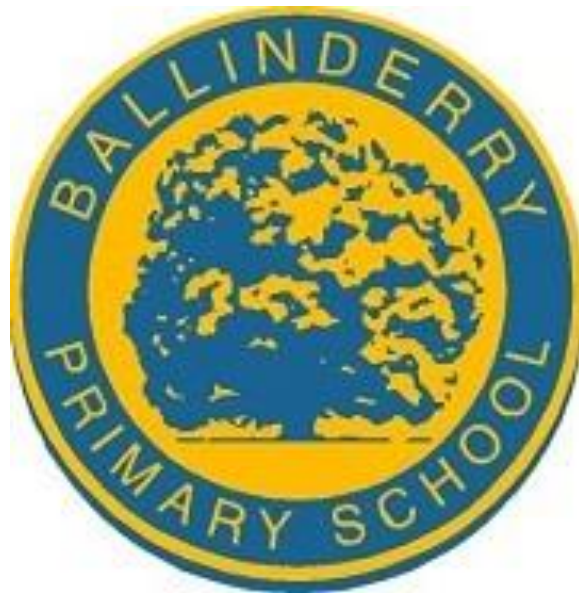




**Ballinderry Primary School
and Nursery Unit
Positive Behaviour Policy**

Mission Statement

We will:

- provide a safe, inclusive and nurturing environment in which every child is known, valued and supported;
- deliver high-quality teaching and meaningful learning experiences that build secure knowledge, essential skills and a love of learning;
- teach children to understand how they learn, reflect on their progress, learn from mistakes and become increasingly independent;
- promote wellbeing, resilience, positive relationships and a strong sense of belonging;
- listen to pupil voice and provide opportunities for children to make choices, contribute and take responsibility;
- celebrate effort, progress, individual strengths and achievement in all its forms; and
- work closely with families and the wider community to prepare children for the opportunities and challenges ahead.

Through these everyday actions, we will help every child grow academically, socially and emotionally and leave Ballinderry with confidence, character and purpose.

Introduction

At Ballinderry Primary School we wish to promote a positive learning environment where all children have the opportunity to achieve their potential. We wish to work alongside parents to encourage children to grow academically, physically, spiritually, socially and emotionally.

Our Positive Behaviour Policy seeks to underpin teaching and learning whilst endeavouring to develop the dignity, responsibility and well-being of each child. The Policy applies in all school situations including educational visits, extra-curricular and after- school activities.

School staff and pupils talk about good behaviour, rules and consequences. We know that there are many benefits to be gained from an environment which is orderly and calm.	
In our school, pupils will: • Understand what good behaviour means • Learn to care for one another • Learn the value of friendship • Have the opportunity to develop self-confidence and self-esteem	In our school, parents will: • Be able to feel confident that their children are making good progress • Know that their children will be supported • Feel welcome to discuss their child's progress • Be supportive of teachers in their teaching and the children's learning
In our school, teachers will: • Teach effectively • Create a stimulating and happy learning environment • Meet the needs of pupils in their class	We will encourage and praise good behaviour by: • Recognising and rewarding good behaviour

• Communicate effectively with parents/guardians • Develop fair and positive classroom management strategies and discipline plans • Support their colleagues • Have a right to respect from all members of the school community and work in a safe, healthy environment	• Ensuring that all children are praised for behaving well • Encouraging children to develop self-discipline and to take responsibility for their own behaviour by making the right choices
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Understanding Behaviour and Promoting Wellbeing

At Ballinderry Primary School and Nursery Unit we believe that positive behaviour is built upon positive relationships, high expectations and a supportive learning environment.

We recognise that behaviour is a form of communication. Whilst pupils are expected to take responsibility for their actions, we understand that behaviour may at times reflect underlying emotional, social, learning, medical or safeguarding needs.

Staff will seek to understand the reasons behind a child's behaviour and will work collaboratively with parents, carers and external agencies where appropriate to identify and address any barriers to learning and participation.

Through our pastoral care systems, preventative approaches, nurturing relationships and early intervention strategies, we aim to support pupils in developing self-regulation, resilience, self-confidence and positive relationships with others.

Our approach is consistent with our school motto of:

Learning, Caring, Achieving

Behaviour, Safeguarding and Child Protection

The school recognises that, on occasion, changes in behaviour may indicate that a child is experiencing difficulties or may be in need of additional support.

Behavioural changes may be linked to:

- Emotional wellbeing concerns
- Bereavement or family difficulties
- Bullying type behaviour
- Neglect
- Abuse
- Mental health concerns
- Adverse childhood experiences

Where behaviour gives rise to safeguarding concerns, staff will follow the procedures outlined within the school's Safeguarding and Child Protection Policy and will consult with the Designated Teacher as appropriate.

The welfare of the child will remain paramount at all times.

Rights and Responsibilities

Everyone in our school community has rights and responsibilities. When these are followed, we can ensure that every child can enjoy the learning to which they are entitled. Our Positive Behaviour Policy is based on the United Nations Convention on the Rights of the Child.

Right to an Education	
Pupil Actions	• Work to the best of our ability • Be willing to learn in a positive way • Allow others to learn • Ask for help if we don't understand
Parent Responsibilities	• Support children and have a positive attitude towards school • Ensure children arrive on time and are ready for work • Ensure home works are completed • Attend Parent- Teacher meetings as requested
Staff Responsibilities	• Maintain a positive learning environment • Provide a challenging, interesting and stimulating curriculum
Examples	• Follow instructions • Be at school on time
Right to Speak and to be Heard	
Pupil Actions	• Take turns to speak, listen to others and respect their views even if they are not the same as our own • Use kind words to each other- no name- calling, teasing or swearing
Parent Responsibilities	• Encourage children to talk about school and listen to what they have to say each day • Encourage children to listen respectfully and consider the views of others

Staff Responsibilities	• Create opportunities for children to voice their opinions in appropriate ways • Model good speaking and listening skills
Examples	• Use an indoor/ outdoor voice • Positive feedback • Speaking politely • If we have hurt someone, remembering to say “sorry”
Right to Feel Safe	
Pupil Actions	• We behave in a way which keeps ourselves and others safe • We follow rules and accept consequences
Parent Responsibilities	• To help children behave appropriately and support the school if problems arise • To encourage children to sort out difficulties without hitting, fighting, kicking, swearing
Staff Responsibilities	• To establish with children agreed Charters for class, playground and whole school use • To explain what good behaviour is • To implement rewards and consequences fairly and consistently
Examples	• Keep hands, feet, objects to ourselves • Use kind hands, kind feet • Inside the building, we walk, don't run • We use speaking voices, not shouting • We don't leave the classroom without permission • No bullying type behaviour
Right to be Treated with Respect	
Pupil Actions	• We behave respectfully towards others • We are mannerly and co-operative
Parent Responsibilities	• To encourage children's respectful attitude • To be co-operative and deal directly, courteously and appropriately with staff about any concerns

Staff Responsibilities	• To encourage respect for all by providing guidance • Treat all children fairly
Examples	• Listen to others • No rough play

Right to a Clean and Safe Environment	
Pupil Actions	• To look after equipment, classrooms and school grounds • To value each other's property
Parent Responsibilities	• To help develop a positive attitude towards the belongings of others and towards their environment
Staff Responsibilities	• Create a safe and pleasant environment • Promote responsible attitudes towards property and facilities • Encourage the children to look after their wider environment
Examples	• Put litter in the bin • Put classroom objects away after use • Use equipment properly • Look after our environment

At Ballinderry Primary School, our school Charters state the ways in which we should behave. Pupils and staff agree the Charters together.

Staff Responsibilities

In addition to the responsibilities outlined elsewhere within this policy, all staff are expected to:

- Model respectful and positive behaviour at all times.
- Develop positive relationships with pupils.
- Promote high expectations consistently.
- Use praise and encouragement to reinforce positive behaviour.
- Implement rewards and consequences fairly and consistently.
- Address incidents calmly and professionally.

- Use restorative conversations where appropriate.
- Record significant incidents in accordance with school procedures.
- Recognise when behaviour may indicate an underlying safeguarding or special educational need.
- Work in partnership with parents and carers to support positive outcomes.

Restorative Approaches

At Ballinderry Primary School we seek not only to address inappropriate behaviour but also to repair relationships and support pupils in making positive choices.

Where appropriate, staff will use restorative conversations to encourage children to:

- Reflect upon their actions.
- Consider the impact of their behaviour on others.
- Take responsibility for their choices.
- Resolve conflict peacefully.
- Restore relationships.
- Identify positive strategies for future situations.

Restorative questions may include:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How can the situation be put right?
- What will you do differently next time?

When appropriate, pupils may be required to complete a 'Think Sheet' which will address the questions above.

Learning, Caring and Achieving

Positive behaviour helps us to achieve our school motto.

Learning

- We arrive ready to learn.

- We try our best.
- We listen to others.
- We persevere when learning is challenging.

Caring

- We are kind and respectful.
- We include others.
- We help those who need support.
- We make safe choices.

Achieving

- We take pride in our work.
- We celebrate effort and success.
- We act responsibly.
- We contribute positively to our school community.

Rewards and Sanctions

We aim to acknowledge the good work and behaviour of all pupils and in a positive ethos to provide pupils with opportunities to develop self-esteem and self-confidence.

Rewards include:

- A smile
- Verbal praise
- A thank you
- Special stickers e.g. Head Teacher's Award
- Whole School Certificates- Gold Award, Writer/ Mathlete/ ICT Whizz Kid of the month
- Messages home of successes
- Special visits to Head of Key Stage/ Vice Principal/Principal
- Star of the Week/ Month
- Class trophies
- Star Charts
- Table Points
- Golden Time*

* Golden Time is a valued part of school life and provides pupils with opportunities to celebrate their successes, engage in enjoyable activities, develop friendships and strengthen

positive relationships with others. It is designed to recognise and reward pupils who consistently demonstrate our school values and behavioural expectations.

All pupils are encouraged and supported to participate fully in Golden Time. Where a pupil repeatedly chooses not to follow agreed expectations, despite appropriate reminders and opportunities to improve their behaviour, a small proportion of Golden Time may be deducted as a consequence. Any loss of time will be proportionate, reasonable and clearly explained to the pupil.

Our approach seeks to maintain the positive nature of Golden Time whilst helping pupils understand that their choices have consequences. Wherever possible, pupils will be given opportunities to reflect on their behaviour, make amends and demonstrate improved choices. In most circumstances, only a portion of Golden Time will be affected, ensuring that pupils continue to benefit from the valuable social, emotional and play-based experiences that Golden Time provides.

The school will take account of individual circumstances, including age, maturity and any identified additional needs, when applying consequences.

Inappropriate Behaviour is divided into three categories. See Appendix 1. The following **strategies** are used to address inappropriate behaviour:

- Give choices and refer to the class/ school charter
- Tactically ignore
- Diversion/ re- direction
- Reinforce positive behaviour
- Praise children who are getting behaviour right
- Daily Report/Reward Charts
- Home- School Diaries
- Visual warning e.g. Traffic Lights

At Ballinderry Primary School, consequences are intended to be fair, appropriate and proportionate. Staff will use their professional judgement to determine the most suitable response to a behavioural incident, taking account of the child's age, individual needs, the seriousness of the behaviour and its impact on others. We value the support of parents and carers and ask that they work in partnership with the school when appropriate consequences are applied in accordance with this policy.

Sanctions are also used in response to negative behaviour. These may include:

- Change of activities
- Separated from children with whom they are behaving inappropriately
- Time out from an activity under supervision e.g. completing work in another classroom or resource area

- Spoken to quietly by a member of staff. A “Think Sheet” may be used. Together the adult and child will discuss what has happened and the consequences of the child’s actions.
- Work to be completed at home
- Loss of Golden Time (**see above**)/ privileges
- Loss of play time at break or lunchtime
- Rectify and make good any damage caused where appropriate
- Referral to the Head of Key Stage/ Vice Principal/ Principal
- Contact Parent/ Guardian

Partnership with Parents and Confidentiality

The school is committed to dealing with behavioural incidents fairly, consistently and sensitively. When discussing a behavioural incident with parents/carers, information will be shared only in relation to their own child. In order to protect the privacy, welfare and confidentiality of all pupils, the school will not discuss the names of other children involved in an incident, nor will it disclose details of any sanctions, interventions or support measures applied to another pupil. We ask parents and carers to respect this approach and recognise that all behavioural matters are managed in accordance with school policies and procedures.

Repeated Behaviour Concerns

While most behaviour incidents are successfully addressed through classroom strategies, restorative conversations and appropriate consequences, the school recognises that some pupils may require additional support when behaviours become repeated or persistent. In such cases, a graduated Behaviour Support Pathway will be implemented to provide increasing levels of intervention, support and parental involvement. Full details of this process can be found in **Appendix 2 – Repeated Behaviour Concerns and Behaviour Support Pathway**.

The purpose of this pathway is to identify concerns early, support positive behavioural change and ensure that pupils, parents and staff work together to achieve positive outcomes.

In extreme cases if a child continues seriously to violate the rights of others, if there is a risk to Health and Safety or if the child shows no sign of wishing to change their behaviours, the following may be utilised:

- Part- time attendance
- Suspension
- Expulsion (in accordance with Education Authority guidance)

At Ballinderry Primary School, suspension and expulsion are viewed as measures of last resort. We believe that children learn best when supported, guided and given opportunities to reflect, repair relationships and make better choices. As a result, the school will always seek, where appropriate, to work closely with pupils, families and external agencies to

explore alternative interventions before considering suspension or expulsion. However, where behaviour presents a serious risk to the safety, wellbeing or education of others, these measures may become necessary.

Links with the Code of Practice

Supporting Pupils with SEND

The school recognises that there may be occasions when behaviour is influenced by a pupil's special educational needs or disability.

When considering behavioural incidents, staff will take account of:

- Individual learning needs.
- Communication difficulties.
- Sensory needs.
- Autism Spectrum Disorder.
- ADHD.
- Social, emotional and mental health needs.
- Identified behaviour targets within Individual Education Plans/Personal Learning Plans.

Where appropriate, reasonable adjustments may be made to behaviour management strategies while maintaining high expectations and ensuring the safety and wellbeing of all members of the school community.

When a classroom teacher identifies ongoing behavioural concerns, a range of classroom management strategies, restorative approaches and behaviour support interventions will be implemented. Where concerns persist and there is evidence that the behaviour is having a significant and sustained impact on the pupil's learning, the learning of others, social relationships or participation in school life, the school may consider implementing the Behaviour Support Pathway outlined in Appendix 2.

Where behavioural difficulties continue despite these interventions, and there is evidence that the pupil may require provision that is additional to or different from that normally available within the school, consideration may be given to placing the pupil on **Stage 1 of the Code of Practice** (*See Stage 4 of Behaviour Support Pathway). This decision will be made in consultation with relevant staff, parents/carers and, where appropriate, the pupil.

The SENCO will support the class teacher in identifying needs, gathering evidence and developing an appropriate Action Plan. The plan will outline agreed targets, support strategies, responsibilities and review arrangements. Parents/carers will be involved throughout the process and pupils will be consulted in an age-appropriate manner. Progress will normally be reviewed after approximately six weeks.

Where additional advice or support is required, consultation may take place with, and/or referral may be made to, relevant external agencies, including the Education Authority Behaviour Support Service, Educational Psychology Service, Education Welfare Service or other appropriate professionals.

*The school recognises that some pupils may require additional support at an earlier stage. Where behavioural concerns are significant, persistent or suggest an underlying special educational, social, emotional or wellbeing need, consideration may be given to Stage 1 of the Code of Practice without progression through every stage of the Behaviour Support Pathway. Decisions will be based on the individual needs of the pupil and made in consultation with parents/carers.

Behaviour and Anti-Bullying

Ballinderry Primary School is committed to providing a safe, inclusive and respectful environment where bullying type behaviour is not tolerated.

Whilst some incidents may represent friendship difficulties, conflict or isolated behavioural incidents, concerns regarding bullying type behaviour will be investigated and managed in accordance with the school's Anti-Bullying Policy.

All reports of bullying type behaviour will be taken seriously and addressed promptly.

Links with other policies

- SEN
- Safeguarding and Child Protection
- Anti-Bullying
- Policy on Safe- Handling & Restraint

Recording and Monitoring Behaviour Incidents

The school is committed to maintaining accurate records of significant behavioural incidents.

These will be recorded on **Pupil Incident Record** forms and may be used to:

- Monitor patterns and trends.
- Identify pupils requiring additional support.
- Evaluate the effectiveness of interventions.
- Inform discussions with parents.
- Support safeguarding procedures where appropriate.

Where a behavioural concern has been resolved initially but requires ongoing monitoring over a longer period to ensure that a pupil continues to feel safe and supported, the school may implement a **Pupil Check-In Sheet**. This will be used particularly where concerns have arisen around repeated unkindness, friendship difficulties, bullying type behaviour or incidents that commonly occur during breaktime or lunchtime.

The purpose of the Pupil Check-In Sheet is to provide the pupil with regular opportunities to share any immediate concerns and to enable staff to monitor their wellbeing and experiences within school.

The duration of the monitoring period will be agreed with parents and reviewed regularly. Parents will receive a copy of the completed Pupil Check-In Sheet at the end of each week so that they are kept informed of progress and can continue to support their child at home. The use of a Pupil Check-In Sheet does not indicate wrongdoing by any individual pupil but forms part of the school's commitment to safeguarding, pupil wellbeing and early intervention.

Records will be maintained securely in line with data protection requirements.

The Principal, Vice Principal, SENCO and relevant staff will review behaviour information regularly to identify emerging concerns and support early intervention.

Monitoring and Review

The implementation of this policy will be monitored through:

- Behaviour records.
- Safeguarding information where relevant.
- Pupil voice.
- Staff consultation.
- Parent feedback.
- Attendance and pastoral data.
- Reports to the Board of Governors.

The effectiveness of the policy will be reviewed regularly to ensure it reflects current legislation, Department of Education guidance, Education Authority guidance and the needs of the school community.

Policy reviewed: August 2026

Next review: August 2030

Appendix 1: Inappropriate Behaviours

Low-Level Behaviour Concerns	Significant or Repeated Behaviour Concerns	Serious Behaviour Concerns
Calling out or interrupting others	Repeated Level 1 behaviours despite support and intervention	Physical assault on another pupil
Off-task behaviour	Persistent refusal to follow instructions	Physical assault on a member of staff
Distracting others from learning	Deliberate disruption of teaching and learning	Serious threats of violence
Not following instructions first time	Defiance towards staff	Bullying type behaviour
Inappropriate noise levels	Repeated inappropriate language	Racist behaviour
Leaving seat without permission	Intimidating behaviour towards others	Sectarian behaviour
Running indoors	Persistent verbal conflict with peers	Discriminatory behaviour relating to disability, race, religion, gender or family circumstances
Misuse of classroom equipment	Deliberate exclusion of others	Sexualised behaviour causing concern
Failure to complete work when capable of doing so	Damaging work or property	Deliberate and significant damage to property
Minor disagreements with peers	Throwing objects in an unruly manner	Theft
Unkind comments	Rough physical play causing risk to others	Substance-related incidents
Name-calling (isolated incidents)	Leaving a supervised area without permission	Serious online safety incidents
Pushing in lines	Misuse of digital technology	Persistent and severe verbal abuse
Refusal to tidy resources	Deliberate dishonesty relating to a significant incident	Behaviour placing self or others at significant risk
Inappropriate use of playground equipment	Behaviour causing distress to others	Leaving school grounds without permission
Repeatedly seeking attention inappropriately	Repeated disrespectful behaviour towards adults	Behaviour requiring the use of positive handling or emergency intervention
Deliberately wasting learning time	Behaviour that significantly disrupts the learning of others	

Minor misuse of technology	Repeated Level 1 behaviours despite support and intervention	
Low-level disruption during whole-school activities		

Low-Level Behaviour Concerns: These behaviours are generally managed by the class teacher or supervising adult using reminders, restorative conversations, redirection and classroom behaviour strategies.

Significant or Repeated Behaviour Concerns: These behaviours may require involvement of senior staff, communication with parents and behaviour monitoring.

Serious Behaviour Concerns: These behaviours present a serious concern regarding safety, wellbeing or the rights of others and will be referred immediately to senior leadership who will determine the best course of action. Parents will be notified.

The examples above are intended as guidance and are not exhaustive. Professional judgement will be exercised when considering the age of the pupil, their stage of development, any identified special educational needs, disabilities or medical needs, the individual circumstances of the incident and the impact upon the safety, wellbeing and learning of others.

Appendix 2: Repeated Behaviour Concerns and Behaviour Support Pathway

Stage 1

Led by: Class Teacher

- Parents informed by the class teacher.
- Behaviour discussed with the pupil.
- Restorative conversation completed allowing previous incidents to be reflected upon.
- Completion of **Daily Behaviour Record Card**
- Short-term monitoring period established.

Outcome: If behaviour improves, monitoring ceases. If concerns persist, progression to Stage 2 may be necessary.

Stage 2

Led by: Head of Key Stage

- Parents informed.
- Meeting held with the pupil and Head of Key Stage.
- Completion of 2nd **Daily Behaviour Record Card**
- Agreed behaviour targets set and included on Record Card
- Targets reviewed at end of monitoring period.
- Break-time and/or lunchtime playtime withdrawal will be implemented for a period of time (to be decided by the Head of Key Stage).
- Additional supports and interventions identified.
- Parents asked to support agreed targets at home.

Outcome: If behaviour improves, monitoring is gradually reduced. If concerns continue, the pupil moves to Stage 3.

Stage 3:

Led by: Vice Principal and/or Principal

- Formal meeting with parents.
- Completion of 3rd **Daily Behaviour Record Card**

- Agreed behaviour targets set and included in Record Card
- Targets reviewed at end of monitoring period.
- Ongoing monitoring by senior leaders.
- Further break-time and/or lunchtime playtime withdrawal will be implemented for a period of time (Vice Principal and/or Principal).
- Temporary withdrawal from selected privileges, clubs, events or leadership responsibilities may be considered where appropriate.

Outcome: If behaviour improves, support is gradually stepped down. If significant concerns remain, the pupil progresses to Stage 4.

Stage 4:

Led by: Principal

- Formal meeting involving parents and relevant school staff.
 - Comprehensive review of behaviour, learning and wellbeing needs.
 - Consideration of SEND, safeguarding, emotional wellbeing and other underlying factors.
 - Consultation with and/or referral to agencies outside the school (Education Authority's Behaviour Support Team, Education Welfare Officer, Educational Psychological Service, CAHMS, GP) will be made with a view to forming the education plan and **Stage 1 of the Code of Practice**. This will always be done in consultation with parents. At this stage the school will seek every reasonable opportunity to support the pupil through partnership with parents and external services.
-

Suspension and Expulsion

Should the action taken at Stage 4 prove ineffective the Board of Governors will be informed and they may deem suspension or expulsion as the most appropriate course of action. At this stage the Department of Education procedures for suspension or expulsion will be followed. When a child has been suspended they will automatically go on to a Behaviour Record Card when they return to school for a length of time, as deemed necessary, by the Principal.

Suspension and expulsion are measures of last resort. Our priority is to support pupils through positive relationships, restorative approaches, parental partnership and appropriate interventions. However, where behaviour seriously impacts the safety, wellbeing or learning of others, exclusion may be necessary. Such decisions are always considered carefully and fairly.

BALLINDERRY PRIMARY SCHOOL AND NURSERY UNIT

Daily Behaviour Record Card

Pupil: _____	Week Beginning: _____	Class: _____	Lead Member of Staff: _____
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Daily monitoring

How to complete: For each stage of the day, staff should record a **R** rating using the guide below and add their **I** initials to show who completed the check.

Stage of day	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival / settling	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____
Morning learning	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____
Break time	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____
Late morning learning	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____
Lunch time	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____
Afternoon learning	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____
End of day / home time	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____	R: ____ I: ____

Rating guide

3 - Positive Behaviour was positive and appropriate	2 - Some support Reminder or support was needed	1 - Concern Behaviour caused concern	N/A Not observed / not applicable
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Daily comments and communication

Monday comments	Tuesday comments	Wednesday comments	Thursday comments	Friday comments
_____ _____ _____ _____ Parent initials: ____	_____ _____ _____ _____ Parent initials: ____	_____ _____ _____ _____ Parent initials: ____	_____ _____ _____ _____ Parent initials: ____	_____ _____ _____ _____ Parent initials: ____

Weekly review: Progress made / helpful supports / agreed next steps:

Pupil comment:

Teacher signature: _____ Parent/carer signature: _____

BALLINDERRY PRIMARY SCHOOL AND NURSERY UNIT

Daily Behaviour Record Card

Pupil: _____	Week Beginning: _____	Class: _____	Lead Member of Staff: _____
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Agreed behaviour targets

1. _____ 2. _____ 3. _____

Daily monitoring

How to complete: For each stage of the day, staff should record a **R** rating using the guide below and add their **I** initials to show who completed the check.

Stage of day	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival / settling	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____
Morning learning	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____
Break time	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____
Late morning learning	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____
Lunch time	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____
Afternoon learning	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____
End of day / home time	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____	R: _____ I: _____

Rating guide

3 - Met Target met independently	2 - Partly met Reminder or support needed	1 - Not yet Target not met	N/A Not observed / not applicable
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Daily comments and communication

Monday comments	Tuesday comments	Wednesday comments	Thursday comments	Friday comments
_____ _____ _____ _____ Parent initials: _____	_____ _____ _____ _____ Parent initials: _____	_____ _____ _____ _____ Parent initials: _____	_____ _____ _____ _____ Parent initials: _____	_____ _____ _____ _____ Parent initials: _____

Weekly review: Progress made / helpful supports / agreed next steps:

Pupil comment:

Teacher signature: _____ Parent/carer signature: _____

