



Behaviour Policy and Statement of Behaviour Principles

Palfrey Junior School

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At Palfrey Junior, we recognise that the school has a critical role to play in developing self-discipline in pupils. We aim to establish acceptable patterns of behaviour and to encourage pupils to develop a sense of responsibility, self-respect, and respect for other people, property and the environment. Positive behaviour ensures children feel safe, celebrated, secure and welcome as a member of our school and the wider community. We believe that positive reinforcement and rewarding appropriate behaviour is a powerful tool that generally achieves a positive response. We understand that children will make mistakes, and in the first instance, we will try to help them make the right choices in future. This means that there is a great emphasis on discussion, understanding, and second chances, rather than moving straight to sanctions or punishments. However, we do also recognise that there will be times when different strategies will be necessary.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

[Behaviour in schools: advice for head teachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion/ refusal to complete classwork/ activities
- Poor/ disrespectful attitude towards staff and peers
- Not following/ ignoring instructions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Bubble-gum/chewing gum
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Matches and lighters
 - Cigarettes and vaping pens
 - Pornographic images
 - Any article a staff member 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 of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks inappropriate touching, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, sharing of nude or semi-nude images and/or videos (including computer-generated images)
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

For more details please see our Anti- Bullying policy, but below are just some of the strategies we use to prevent bullying and encourage and foster positive relationships.

- Open door policy for pupils and parents to come and talk to staff.
- Designated learning mentor (Miss Thomson) available for children to speak to if they have any problems or worries.
- We let children know that they will be listened to and that it is correct to tell an adult about bullying.
- The Happiness Survey gives children the opportunity to share their feelings and emotions and specifically asks about friendships and bullying.
- Within the curriculum, the school will raise the awareness of the nature of bullying through PSHE, SMSC, assemblies and subject areas, as appropriate.
- All children take part in Anti-bullying week and complete a wide range of activities, which we share during special assemblies.
- The Well-being curriculum (weekly activities) places emphasis on friendships, kindness, feeling safe, confidence, marvellous me.
- Online safety training/ activities take place regularly throughout the year.
- Positive messages regarding acceptable behaviour are transmitted daily through our ethos, relationships and behaviour management policy.
- We positively encourage children to play games and to be friendly; we try to make the play areas interesting for children and provide many opportunities for collaborative play.
- Childline posters and anti- bullying posters displayed around the school and in toilets.
- Assemblies on aspects of bullying.
- Periodic training for all staff.

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Head Teachers

The head teachers are responsibly for:

The head teachers will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Building positive relationships with the children
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and accurately

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any follow up/ monitoring meetings
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle issues.

5.5 Pupils

Pupils will be made aware of the following at the start of every academic year and reminded throughout the year:

- The school's Golden Rules
- The Good to Be Green system used in school
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards, information about the Safeguarding team and their jobs, who they can go to if they are having problems and need help (helping hands activities)

Pupils will be supported to meet the behaviour standards and will be provided with repeated sessions where needed.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year admissions.

6. Pupil Code of Conduct

The Golden Rules

The golden rules were decided upon by the school council after discussions with their classes. All their suggestions resulted in 6 rules that encompassed how the pupils would like everyone to behave while in class and outside.

We are respectful- *we treat EVERYONE with respect*

We are kind and helpful-*we don't hurt other*

We listen- *we don't shout out or interrupt*

We are honest- *we always tell the truth*

We always try our best- *we don't waste our own or others' time*

We look after property- *we don't damage/break things*

We are calm- *we line up nicely and we walk around school quietly and sensibly*

These Golden Rules are displayed in classrooms and teaching spaces.

Each class has a wall display where every child's name is displayed in a pouch. Everyday each child has a green Good to Be Green card in their pouch. If a child remains green for the day they receive a point at the end of the day. However, if a child does not follow the schools Golden Rules or Code of Conduct then an amber or red card can be given to show behaviour is not acceptable and the child will lose their green

point. Children are given lots of chances to modify their behaviour before a card is given through verbal warnings and physical Stop and Think cards.

6.1 Mobile Phones

We will only allow mobile phones in school in exceptional circumstances this must be agreed with the Head Teachers in advance. The mobile will then be handed in to the school office when arriving at school and collected at home time.

7. Rewards and sanctions

7.1 List of rewards

Positive behaviour will be rewarded with:

- Praise
- Stickers/ stamps
- Class rewards
- Maths and Literacy Stars of the Week
- Golden Certificates
- Special responsibilities/privileges
- Attendance prizes (see Attendance Policy)
- The Good to be Green points are tracked weekly by the schools learning mentor. Points are added for the term and points = prizes/ treats. At the end of each term the learning mentor collates the points and children are given certificates gold, silver or bronze. These correspond with time earned on the inflatable assault course. The more points the longer they get. Children who are persistently losing points and displaying unacceptable behaviour are then identified and referred onto a mentoring programme aimed at improving behaviour; this could be through 1:1 support, small group work, social/ nurture clubs.
- House points can be awarded for good work, conduct, attitude and learning behaviours. There are four houses. Dahl, Rowling, Morpurgo and Wilson. Each week the total house points is collected and the winning house is announced. By the end of the term the children in the house with the most points will receive a special reward such as a cinema afternoon or sports session.
- Golden certificates- these are for outstanding individual behaviour, attitude and work. Two children in each class are awarded each week and receive a special badge to wear.
- Sports Stars are selected each week for children who have shown excellent effort, behaviour, attitude or skills in PE lessons/ dinner time sports clubs

7.2 Sanctions

Sadly, there will be times when children are badly behaved. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. These boundaries are firmly and clearly outlined below.

Minor breaches of discipline are generally dealt with by the class teacher.

Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

- If a child misbehaves, they will receive a warning about their behaviour referring to the Golden Rules displayed and example given of the behaviour wanted.
- If they continue to misbehave or disrupt the learning in class they will receive a second warning and given a Stop and Think card to place in front of them as a physical reminder that they need to make changes to their behaviour. At this point a child may be moved seats in the classroom or asked if they need some time out to regulate. All classrooms have 'regulation stations' or 'calm corners' where there is a quiet space with a range of activities for a child to do until they feel they are ready to get back to

work.

- An Amber card would then be given if unwanted behaviour continues – this is placed over the child's green card in the class pouch as a visual reminder. A consequence for an amber card may be moved seats away from friends, missing playtimes to complete any work that was unfinished due to their behaviour, writing an apology note if they have upset someone or tidying an area if they have deliberately made a mess. We try to make consequences restorative where possible.
- If no improvement is seen then a red card will be given to the child. If a child receives a red card they should be taken to see Miss Thomson or the Head Teachers Ms Collis and Mrs Kinsey straight away, who will discuss the reason for the red card with the child. A red card text message with brief explanation will be sent to parents/carers at this time and the class teacher will speak to parents/carers at home time. The child may remain away from their class with Miss Thomson to calm down/ complete work .They may miss their playtime that day or the following in order to reflect on their behaviour and think about how they can make things right.
- More serious actions will result in Miss Thomson referring the child straight to the Heads of School.
- If the child gets more than one Red card ,parents / carers will be invited to attend a meeting to discuss their child's behaviour, interventions/ support planned and consequences for continued unacceptable behaviour.
- Teachers/ TA will log any amber or red cards given on a data sheet. This will include day, time, reason and also include any actions/ consequences. Data sheets will be given to Miss Thomson every Friday to be recorded. Data is collected on a termly basis. Prize days are organised for the last week of each term, where children receive either gold, silver or bronze prizes dependant on their points gained and behaviour.

7.3 Red Cards

After discussions with School Council a list of actions were drawn up that would result in a red card being given straight away, instead of warnings and amber cards.

The children decided that some actions should result in cards being turned straight to Red.

- Hurting someone on purpose.
- Swearing- the really bad ones!
- Bullying
- Stealing
- Deliberately breaking school/other peoples' property
- Racist language/insults
- Homophobic language/insults will also result in an automatic red card

*** Incidents of racist language/insults and homophobic language are logged on our CPOMs system and parents of both parties informed – support then put in place to support the victim and also the perpetrator ***

Procedures for Dealing with Red Card Behaviour.

Children who receive a red card be will be immediately sent to Miss Thomson, who will log the reason for the red card. She will discuss the incident with the child and talk about expectations of behaviour and use a reflective and restorative approach to enable the child to identify ways to repair harm and move forward. As a result of the red card the learning mentor may:-

- Log incident and speak to child
- Supervise the child for the remainder of the lesson
- Give playtime/dinner time detention (reflection time)
- If incident is more serious or continued negative behaviour the child will be referred to the Heads of School. This can result in

- A verbal warning by the Heads of School as to future conduct.
- Withdrawal from the classroom for the rest of the day.
- A letter and / or phone call to parents informing them of the problem.
- Referral for mentoring.
- A meeting with parents if unacceptable behaviour continues.
- Exclusions-1/2 day, full days, dinner times, extra curriculum activities or school trips
- A Behaviour Improvement Plan (BIP) to be formulated in consultation with parents, class teacher and child.
- If the problem is severe or recurring, then exclusion procedures are implemented in consultation with the Governing Body.
- A case conference involving parents and support agencies.
- Permanent exclusion after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

NB A very serious problem may result in the normal procedure being abandoned and a child being sent home straight away.

7.4 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the head teacher and only as a last resort.

8. Behaviour management

8.1 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Poses a threat to another pupil
- Could adversely affect the reputation of the school
- Could have repercussions for the orderly running of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

8.2 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of violence or harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider

whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

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

8.3 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Good to Be Me name panel and Golden Rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.4 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. In some circumstances, staff may have to use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property
- Causing disorder

Incidents of physical restraint must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.5 Searching and Confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Searching pupils' possessions

Possessions means any items that the pupil has control of, at Palfrey Junior School this could include:

- Trays
- Bags
- Coats

A pupil's possessions can be searched for any item on the prohibited items (listed in section 3) or any other items that may cause harm or disorder to the individual or others.

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is detrimental to school safety and order. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.6 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Supporting the needs of children with SEND may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism and ADHD
- Use of separation spaces (calm corners, regulations stations and nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Mentoring/ Nurture groups & Social Clubs

The Learning Mentor's role (Miss Thomson) is to liaise with teachers, SENCO and other staff to help address the needs of children who need some extra support to overcome barriers to learning both inside and outside the classroom. This may include issues with behaviour, confidence, self esteem, forming positive relationships etc... The learning mentor works closely with class teachers and SENCO in order to plan and deliver effective programmes of work. Miss Thomson is responsible for the collection and monitoring of the Good to be Green points.

The school uses the Mulberry Bush emotional and social curriculum to support children and provide extra opportunities to express their wishes and feelings and work on key areas of development, such as playing with other, understand feelings and communication skills.

Dinnertime clubs are offered to all children with the provision for specific days and activities for children with SEND

Individual Behaviour Plan (IBP)

At Palfrey Junior School, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions, we use an individual behaviour plan to encourage positive changes and

choices. We use individual 'Super Behaviour Target Cards' – where children are encouraged to collect stickers and smiley faces for following targets set. All staff use these after agreement and consultation with the head teachers and SENCO. Children then show their cards to the head teachers at the end of the day where positive praise, reinforcement and encouragement is given. Each child is different, so it is important that the cause of the behaviour is investigated and plans made/ targets set are to meet individual needs.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. This occurs in both Y2 and Y6. If the behaviour issue is more serious transition reviews will be held with all stakeholders and special transition plans will be drawn up to support the child.

10. Training

New members of staff are provided with training on managing behaviour as part of their induction process. All teachers have Good to be Green training.

Teachers will undertake training to improve their own practice and knowledge or specific SEND training throughout the year to respond to a particular pupil's needs.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

11.1 Monitoring and Evaluating Behaviour

Any amber/red cards are logged and include information about day, time and reason. This data is collected weekly and logged on a whole school tracking spreadsheet. This data is reviewed weekly by Miss Thomson and discussed in weekly supervision/ safeguarding meetings. Support and interventions put into place when pupils/issues are identified. Evaluation of Good To Be Green data takes place at the end of every term and analysed from a variety of perspectives including: year group, and school demographics inc; SEND, FSM, NFSM, gender, day and lessons

11.2 Monitoring this Policy

This behaviour policy will be reviewed by the head teachers and the Governing Body every three years, more if there are changes to best practice or legislation. At each review, the policy will be approved by the head teachers.

The written statement of behaviour principles will be reviewed and approved by the Governing Body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and Safeguarding policy
- Online Safety policy

- SEND policy
- Anti-Bullying policy
- Reasonable force and restraint Policy

Appendix 1: written statement of behaviour principles



Palfrey Junior School

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing body every three years.

Appendix 2: GTBG behaviour log



It's Good To Be Green!

<u>Date</u>	<u>Name</u>	<u>cl</u>	<u>Lesson</u>	<u>AM/PM</u>	<u>Card</u>	<u>Reason</u>	<u>Consequences/ actions?</u> E.g moved seats, missed play time, stayed in to complete work, staying in to redo work, discussed with parents at home time	<u>Initials</u>
				<u>AM</u> <u>PM</u>	Amber / red			
				<u>AM</u> <u>PM</u>	Amber / red			
				<u>AM</u> <u>PM</u>	Amber / red			
				<u>AM</u> <u>PM</u>	Amber / red			
				<u>AM</u> <u>PM</u>	Amber / red			
				<u>AM</u> <u>PM</u>	Amber / red			
				<u>AM</u> <u>PM</u>	Amber / red			
				<u>AM</u> <u>PM</u>	Amber / red			

Remember— clear specific verbal warnings **MUST** be given first, followed by a **STOP & THINK** card. If behaviour continues then an amber card with an immediate consequence. If you are speaking with parents at home time about behaviour there needs to be evidence of amber cards for issues/ behaviour logged Thank you