



# Rush Common Behaviour Policy

## Summary of changes:

Added sections on:

Incidents of Racism and Homophobia.

The Role of the Phase Leader

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| <b>Date Approved/Reviewed</b> | <b>18<sup>th</sup> September 2024</b> | <b>Review Cycle</b> | <b>Annually</b>     |
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## Mission Statement

We aim to provide a supportive and positive environment, in which everyone is safe, kind and respectful. All members of the school share responsibility for implementing this ethos successfully.

## Introduction

At Rush Common School we strive to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all: Be Safe, Be Kind, Be Respectful. We aim to promote an environment where everyone feels happy, safe and secure to provide the platform for effective teaching and learning.

Our policy and school approach to behaviour is based on four key principles:

1. Respect- for everyone by listening to others' opinions and learning to value them
2. Responsibility- take responsibility for own actions and building self esteem
3. Repair- developing the skills within our school community so that its individual members have the necessary skills to identify solutions that can repair poor choices and ensure these behaviours are not repeated
4. Re-integration- working through a structured, supportive process that aims to help the child long term allowing them to reach their full educational potential

At Rush Common School no form of bullying will be accepted (please refer to Anti-bullying policy).

## I. Aims and Expectations

- To ensure the safety and wellbeing of all children, staff and visitors to the school.
- To provide an environment where effective teaching and learning can take place.
- To develop and maintain a consistent approach to behaviour management, supported and followed by the whole school community: children, staff, parents/carers and Governors.
- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- To develop emotional literacy and improve the emotional health of children, staff and parents/carers.
- To encourage and praise effort as well as achievement.

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- To understand other people’s feelings and offer an empathic response.
- To respond positively to good behaviour and fairly and reasonably to negative behaviour using a restorative approach.
- To encourage children to model and apply the Rush Common Values in all aspects of their lives.

## 2. Implementation

Rush Common School follows a positive behaviour management approach. We aim to pay more attention to what children are doing right rather than what they are doing wrong.

### 2.1 Positive Behaviour Management

- Uses methods that are fair, firm and consistent.
- Teaches the difference between right and wrong, what behaviour is acceptable and what is not, in a positive way.
- Establishes and maintains clear boundaries.
- Praise positive behaviour, including where the Rush Common School Values have been demonstrated.
- Uses reasonable consequences in response to negative behaviour where necessary.

### 2.2 Establishing and Maintaining Clear Boundaries

The School Values: Be Safe, Be Kind, Be Respectful are positively fostered and made explicit throughout Rush Common School. They are displayed at various locations around the school and in the school entrance. School staff reinforce the values in everyday school life.

#### 2.2.1 School Behaviour Expectations

- Listen to the teacher or responsible adult and to each other.
- Be kind, polite and helpful to others.
- Call everyone by their name in a respectful manner.
- Have respect for ourselves, others and our environment.
- Share with each other.
- Treat others how we would like them to treat us.
- Use kind words at all times.
- Move around the school calmly and quietly.
- Respect differences between ourselves and others.
- Support each other to prevent bullying.

#### 2.2.2 Expected Classroom Behaviour to Ensure an Effective Learning Environment

In addition to the whole school behaviour expectations, each class also has its own behaviour for learning expectations. These will be discussed with the children and regularly reinforced.

In every classroom, pupils are expected to move quietly and calmly around and always respect others’ belongings and opinions, and address adults by their appropriate title. A ‘House points’ chart is also displayed in every classroom; House points are awarded when exemplary or exceptional learning behaviours are demonstrated.

A Flowchart is also displayed in each classroom (Appendix C) to ensure that the steps of the school Behaviour Policy are explicit to all members of the school community and to encourage children to take responsibility for their own behaviour choices.

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### 2.2.3 Rewarding Positive Behaviour.

We praise and reward children for appropriate behaviour in a variety of ways:

- House points
- Gestures of approval
- Humour
- Quiet encouraging talk
- Private verbal praise
- Public verbal praise
- Asking another member of staff to pass on approval
- General praise to the whole class/group
- Praise in front of Governors/visitors
- Special responsibility
- Written comments on work
- Prominent display of pupils' work
- Visit to Headteacher/senior staff
- Comments via Home School Link Book if appropriate
- Name on class recognition board

### 2.2.4 Use of Reasonable Consequences in Response to Negative Behaviour

On occasion, when children choose not to follow the behaviour expectations in the classroom, the following consequences are imposed:

- Disapproving look; positive reminder; verbal warning – in the form of choice/consequence; expectation of compliance.
- Child moved nearer to the adult responsible/moved to another seat or place in room for thinking time.
- Time out: child moved away from the group/class (child should always be within adult's sight and should be seated not standing).
- Removal of playtime. Incident must be recorded on CPOMS.
- Phase Leader or, if appropriate Headteacher/Deputy Headteacher to speak with the child.
- Meet with parents/carers

(Please See Behaviour Consequences Flowchart – Appendix C)

The context of the situation is always taken into account and the negative behaviour choice will be discussed and explained to the child in private using a restorative approach. Once a situation has been resolved and repaired it will be considered finished, this will be made clear to the child. Restorative conversations will take place at break and lunchtimes where possible using restorative repair and reflect conversations.

(Please see restorative repair and reflect forms – Appendix D)

Should negative behaviours be identified during break or lunchtime the following consequences will be applied:

- Verbal warning (choice/consequence).
- Stand next to/close to responsible adult for an appropriate amount of time.

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- Reflection time for specific amount of time.
- Continued misbehaviour/severe misbehaviour – matter referred to Class Teacher/ Phase Leader/ Deputy Headteacher or Headteacher as appropriate.

In an instance of severe misbehaviour (e.g. intentional severe physical violence towards other children/adults, extreme defiance of adults), or persistent serious behaviour the Phase Leader, Deputy Headteacher or Headteacher should be sent for (See behaviour consequence flowchart Appendix E).

After serious instances of negative behaviour in the classroom or during lunch time and playtimes, children will be asked to complete a 'Reflect and Repair' sheet (Appendix E) to think about their behaviour choices and the steps they can take to make the right choices next time. Once completed, these are held in a folder in the School Office for the school's records. A copy will also be provided for parents.

### 2.2.5 Internal Suspension

Internal suspension will be implemented in cases where consequences detailed above have not been effective and a child's behaviour requires a more serious consequence. Internal suspension is used to offer immediate, short term provision in order that learning and teaching for the rest of the pupils can continue uninterrupted. Children placed in internal suspension are treated normally and respectfully. When pupils are placed in internal suspension they will be expected to complete the following activities:

- Complete a proportion of work which they are missing in class, set by the class teacher or supervising teacher;
- Discuss the incident with an adult, with suggestion as to how the same situation can be avoided in the future; completion of a Reflect and Repair sheet (Appendix E)
- Where appropriate, complete a written apology (e.g. a sorry card or letter).

A period of internal suspension would normally be part of one day and all instances will be agreed by a member of the Leadership Team. Parents will be informed and provided an opportunity to discuss the behaviour which has led to the internal suspension. An individual behaviour plan may need to be made to support the child and to help them improve their behaviour by making positive choices.

### 2.2.6 Suspension

This section should be read in conjunction with the school's Suspensions and Permanent Exclusion Policy.

The decision to suspend a child for a fixed period of time is an important behaviour management tool, but will normally only be taken after the full range of alternative strategies have been tried. The decision to suspend may be taken when there has been a very serious behaviour incident, and if allowing the pupil to remain in school would seriously harm the education, safety or welfare of that pupil or others in the School.

Only the Headteacher has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year.

If the Headteacher suspends a pupil, s/he informs the parents/carers immediately, giving reason for the suspension. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Board of Governors. The school informs the parents/carers how to make any such appeal.

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If the child has a social worker or is a pupil we care for, the Headteacher must immediately notify the social worker and/or VSH.

When suspending a child, the Headteacher must notify the local authority, without delay.

During a suspension, the class teacher must set and mark work for the child.

### 2.2.7 Permanent Exclusion

This section should be read in conjunction with the school's Suspension and Permanent Exclusion Policy.

The Headteacher may exclude a pupil permanently as a last resort.

The Headteacher must inform the Parents, and Local Authority. If the child has a social worker or is a pupil we care for, the Headteacher must immediately notify the social worker and/or VSH.

When required, the Board of Governors will convene a Pupil Behaviour Appeals Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and consider

whether the pupil should be reinstated. If the Pupil Behaviour Appeals Committee decide that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Headteacher may cancel an exclusion that has not been reviewed by the governing board. If this occurs, parents, the governing board and the local authority should be notified and if relevant the social worker and VSH.

### 2.2.8 Regulating the conduct of pupils when they are not on the school premises and are not under the lawful control/charge of a member of the school staff

Rush Common School ensures that children are encouraged to model the expectations of behaviour when outside of the school premises. This is achieved through assemblies and PHSE lessons. Children are reminded of our school values throughout the school day. We also have close links with the local police; regular online safety lessons and involvement in the Junior Citizenship Programme. The main entrance and exit to the school is also supervised by an adult in order to encourage positive behaviours when children are not on the school site.

## 3. Child on Child Abuse

- All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.
- All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse, they should speak to their designated safeguarding lead (or deputy).
- It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for

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example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Please refer to Rush Common’s Child on Child Abuse Policy for further information.

## 4. Incidents of Racism or Homophobia

- All racist and homophobic incidents will be dealt with no matter how trivial they may seem to be. All racist incidents should be reported to the phase leader in the first instance who will discuss the incident with all children involved.
- All racist and homophobic incidents are logged internally and on CPOMS.
- Time will be spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his/her actions are unacceptable.
- Consequences will then be put in place (missing break/lunch time) and all parents/carers will be informed.
- All staff take racism and homophobia seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at our schools and in society.
- If incidents are ongoing, the Headteacher, Deputy Headteacher or Assistant Headteacher will intervene as required.

## 5. Legal Position - Use of Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers (Education Act 1996: The Use of Force to control or Restrain Pupils and DfE guidance July 2013).

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Restraint and physical intervention is only used at Rush Common School where and when a pupil puts his/her own safety at risk or the safety of other pupils, staff or other adults in the school, or when seriously damaging property. Staff will use no more force than is needed and never use force as a means of punishment. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. School may also choose for example to restrain a pupil at risk of harming themselves through physical outbursts. Only staff trained in positive handling will be called upon to restrain pupils. In exceptional circumstances, where pupils and staff are at real or immediate risk from harm and best efforts have been made to locate trained staff, any staff member may be involved in the restraint process. The following procedures are to be followed:

- A positive handling plan produced with clear guidelines of when, where and how physical restraint may need to be used.
- A consultation process followed with staff, parents/carers and relevant professionals, e.g. Educational Psychologist
- A monitoring and evaluation system set up.

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All restraints are recorded in CPOMS detailing the reason for restraint being used, the outcome, who was involved and date/time of the incident. In addition, a restraint information slip is sent to parents to inform them if their child has been restrained.

Rush Common School acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) in terms of the use of reasonable force.

## 6. Preventing Radicalisation

The Counter Terrorism Act (2015) and Keeping Children Safe in Education document (updated annually) places responsibility on schools and other agencies to ensure that they have due regard to the need to prevent people from being drawn into terrorism.

School has a duty to identify and report on any issues where someone may be identified as being drawn into terrorism or extremist views (violent or non-violent). We work with social care, the police, health services and other services (including Oxfordshire

Safeguarding Children's Board) to promote the welfare of children and protect them from harm.

We have clear procedures in place for protecting children at risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Even very young children might show signs of radicalisation.

The Designated Safeguarding Lead can make a referral about any adult (to Social and Healthcare Team) or child, who school think may be vulnerable to being drawn into terrorism, via the safeguarding team (MASH) or by calling the police (999) or on 101 for non-urgent concerns.

## 7. Roles and Responsibilities

### 7.1 The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school expectations are enforced in their class, and that their class behaves in a responsible manner.

The class teachers at Rush Common have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom behaviour expectations consistently. The teacher treats all children in their class with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Guidance for all staff is set out in Appendix A of this policy.

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## 7.2 The Role of the Phase Leader

The Phase Leader will be involved in dealing with any high-level behaviour incidents within their phase.

## 7.3 The Role of the Headteacher

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

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

The Headteacher makes decisions relating to suspensions or permanent exclusions.

## 7.4 The Role of Parents/Carers

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. Parents/carers will be given the opportunity to attend parenting support sessions.

We expect parents/carers to support their child's learning and to co-operate with the school and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences with a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the Board of Governors of LAB. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 7.5 The Role of the Local Academy Committee (LAC)

The Board of Governors has the responsibility of setting down these general guidelines on standards of behaviour and of reviewing their effectiveness. The Board supports the Headteacher in carrying out these guidelines.

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

# 8. Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Board of Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Behaviour incidents are recorded on CPOMS. All staff have access to this system and have had training to use the system. CPOMS is checked regularly by a member of the Leadership Team in case further action is required. Major incidents (see Section 2.3.4) will also be recorded on a Behaviour Log held by the Pupil Support and Welfare Lead.

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

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

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## Appendix A

### Guidance for Staff

## Pupils entering the school site

- Children enter the school site behaving in a manner that is both sensible and respectful ready to begin learning in a responsible and purposeful way
- They walk calmly into the playground using this time as an opportunity for quiet conversation but no “games”

## Pupils coming in from outside (break times and lunchtime)

- When the first whistle blows all pupils stand quietly.
- On the second whistle pupils walk to line calmly and line up quietly
- Class teacher/adult responsible meet pupils outside and ensures they enter school quietly and sensibly.
- 

## Pupils going outside

- Pupils put possessions away responsibly and promptly
- Pupils line up calmly and adult responsible leads them outside
- Pupils walk outside school in a calm manner at all times
- At playtime/lunchtime, pupils remain with adult responsible until the adult on duty (teacher/dinner supervisor) takes over responsibility.

## Moving around school

- Pupils walk calmly at all times
- Pupils demonstrate respect and an awareness of others i.e. opening doors, assisting younger pupils, addressing adults by their title.
- Pupils enter and exit assemblies silently.

## End of school day

- Preschool children sit quietly and wait for parents/carers to collect them from the classroom.
- Reception pupils sit quietly in the classroom and wait for parents/carers to collect them from the classroom.
- Key Stage 1 pupils and Year 3, are lined up by the adult responsible and released when their parent is visible.
- Year 4,5,6 pupils walk quietly and calmly to the playground, and then off the school premises..
- Bicycles or scooters must not be ridden on school premises
- All pupils and parents/carers must be off the school site by 3.15pm, unless attending clubs/activities/meetings.

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## Lunchtime

- Children are expected to follow guidelines as outlined above. In addition, when entering/ leaving for lunch, the children are expected to move quietly around the school in single file
- and under adult supervision. There is an expectation that pupils eat using appropriate table manners and show respect for others around them.
- Follow routines for toilet/hand washing.

## Choices and Consequence

Offering children choices, with related consequences, helps them to understand that they are responsible for their behaviour. It keeps adults in charge without the need for coercion or making children feel powerless.

When giving choices and consequences, keep the emphasis on the positive:

*“ X you have a choice. You can ... or you can choose not to... If you do ...you will get.... If you do not you will have to move nearer to me.... It is your choice.”*

Other methods

a. Ignoring behaviour (not child)

Some minor forms of behaviour are better ignored than given attention.

b. Time out

Time out is useful for helping children to calm down when angry or getting out of control. It is not intended to be a punishment banishing the child, but an opportunity for the child to calm down, to reflect on behaviour and to make a fresh start. It should be reserved for behaviour such as violence that the child knows is unacceptable or as a severe consequence to repeated negative behaviour. It should not be used at random for minor misdemeanours.

c. One to one discussion

Guidelines:

- Show empathy and concern- not as a punishment but to help and offer guidance
- Ask pupil questions to try to find out the reason for the misbehaviour
- Ask what you, as the class teacher/adult responsible, can do to help
- Discuss with child how they can improve and change behaviour (suggest strategies)

d. Pupil Profiles

If a pupil needs more than or different to normal classroom or school strategies, class teachers should liaise with the Special Needs Coordinator (SENCo) and register the child as ‘SEN Need’.

e. Behaviour plans

Some children will have Individual Behaviour Plans (IBP)<sup>1</sup> which all staff are aware of and follow. It is probable that **they will follow a different methodology for dealing with their behaviour** as elements of the standard procedure may escalate the situation. The class teacher and SENCo are responsible for drawing up and maintaining these as appropriate. A copy of each child’s IBP is to be kept in their classroom and saved on Google Drive.

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| Date Approved/Reviewed | 18 <sup>th</sup> September 2024 | Review Cycle | Annually      |
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# Four Point Plan

1.  
Cool Down / Thinking time



2.  
Discussion



3.  
Consequence

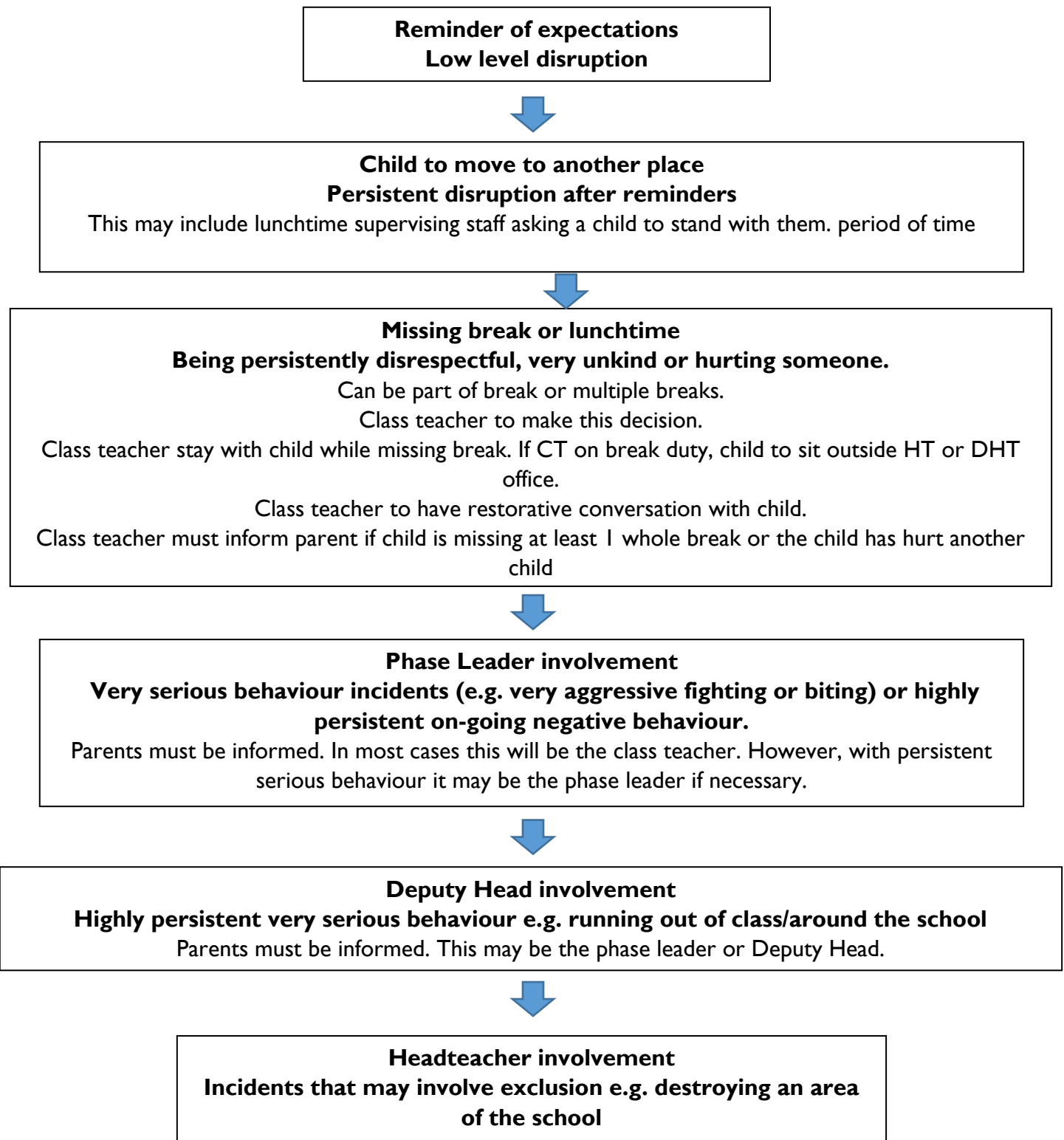


4.  
Making Amends



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## Consequences Flowchart



Note: No children are to be **sent** or **taken** to a more senior member of staff. Instead a message is to be relayed to the office, for a member of staff to come to the area where the child is located.

|                               |                                 |                     |               |
|-------------------------------|---------------------------------|---------------------|---------------|
| <b>Author</b>                 | Emma Walton                     | <b>Approved by</b>  | LAC           |
| <b>Date Approved/Reviewed</b> | 18 <sup>th</sup> September 2024 | <b>Review Cycle</b> | Annually      |
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## Appendix D

### KS2 REFLECT AND REPAIR

When things go wrong, it is important to take some time to calm down so you can explain your own point of view. Everyone makes mistakes; when we make mistakes, we need to “put things right”. When we “put things right”, people respect us for taking responsibility for our behaviour. Then, we can have a NEW START.

Why do you think we need to talk about your behaviour today? What is your side of the story?



How did it affect other people, how did you make other people feel?

Do you wish you had done anything differently?



What could school do to help you if you are in the same situation again?

What can you do to put things right?

Written by .....

Date .....

Discussed with .....

Consequences/further action

.....

Copy sent home/on file (circle)

|                                     |  |
|-------------------------------------|--|
| <b>Name</b>                         |  |
| <b>Year group and Class Teacher</b> |  |
| <b>Date</b>                         |  |

|                               |                                 |                     |               |
|-------------------------------|---------------------------------|---------------------|---------------|
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## KSI Reflect and Repair Sheet

### Read this first



1. You have been give reflection time from the class to think about the choices you made today.
2. It is your responsibility to work with your teacher and other adults in the school so you can make better choices for the future.

You now need to:

1. Complete this sheet.
2. Discuss with an adult how to plan to help you make positive choices in the future.

|  |  |
|--|--|
| <p><b>What happened that led to you making the wrong choices today?</b></p>  |  |
| <p><b>Which choices did you make in your class when the problem arose?</b></p>   |  |
| <p><b>What did you say and do?</b></p>   |  |

|                        |                                 |              |               |
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|  |  |
|--|--|
| <p><b>What has been the impact of your choices on your learning today?</b></p>    |  |
| <p><b>What has been the impact of your choices on the learning of others today?</b></p>  |  |
| <p><b>How else have your choices affected others?</b></p>  |  |
| <p><b>List three steps you could do or think next time in order to make the right choices and remain calm.</b></p>   |  |
| <ul style="list-style-type: none"> <li>• <b>How can the adults in school help me achieve my goals to improve my choices?</b></li> </ul>  <ul style="list-style-type: none"> <li>• <b>Discuss these steps with your adults.</b></li> </ul> |  |

• Pupil:

Class Teacher/TA:

Headteacher:

|                        |                                 |              |               |
|------------------------|---------------------------------|--------------|---------------|
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