



# St Botolph's CE Academy Behaviour Policy

Approved by:	Local Governing Board	Date: September 2026
Last reviewed on:	September 2025	
Next review due by:	September 2026	

***At St. Botolph's, our behaviour policy is rooted in our vision of "Find Your Fantastic." We have high expectations of behaviour and focus on positive reinforcement, celebrating success and rewarding pupils to motivate them to make the right choices.***



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### 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- 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 and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and Permanent Exclusions from Maintained Schools, Academies and PRU](#)

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
  - **Serious misbehaviour** is defined as:
    - Repeated breaches of the school rules
    - Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Up skirting
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items
- Unprovoked physical assaults towards adults and pupils
- Any incidents of serious behaviour will be reviewed by the Headteacher and this could result in a suspension or a permanent exclusion if the breach of the behaviour policy is serious.

## 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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher 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.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (CPOMS)
- Ensuring that 'The St Botolph's Way' (which identifies key learning routines) is implemented

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

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct (The St Botolph's Way)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct (The St Botolph's Way)

Our vision for the school is:

*Just as the animals gathered in the safety of the ark, we come together, trusting in God and each other on our journey through life. We persevere, riding the waves through storm and calm, guided by hope, to find our fantastic, no matter what it takes.*

Our core values are:

- Friendship
- Trust
- Compassion
- Respect
- Perseverance
- Courage

These are linked to our 'St Botolph's Way' which describe the learning behaviours and routines we expect to see around school: fantastic walking, fantastic manners, fantastic listening and fantastic presentation.

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions (see appendix for further details)

Positive behaviour will be rewarded with:

- Praise
- Dojo messages (photo of children's work) or phone calls home to parents
- Special responsibilities/privileges
- Dojo points – to earn individual or whole class rewards
- Dojo points to be open during the lesson for TA's / class teacher to add dojo
- Goodly awards – weekly certificates in assembly
- Find your fantastic slips / wrist bands
- Golden stickers for writing
- Hot chocolate with the Head on a Friday

The school may use one or more of the following sanctions in response to unacceptable behaviour. A restorative conversation will follow after all C4-6 incidents. A "lessons learnt" sheet will be filled in by staff as part of the reintegration process after a suspension.

We follow the consequences system:

- verbal reminder

- C1 - name logged in consequence book
- C2 - 5 min loss of playtime
- C3 - 10 min loss of playtime
- C4 – loss of playtime (10 mins) and lunch time (30 mins)
- C5 - internal exclusion in a partner class or learning mentor room
- C6 - suspension / permanent exclusion

Persistent breaches of this policy will be dealt with by SLT and internal isolation may be used.

For children that are persistently disruptive, then a report card system will be introduced:

**Amber report card** – meeting set up with parents and targets of behaviour agreed. Child will be on report for a set period of time agreed by SLT. If the child receives three strikes then they will move to a red report card system where they may be in danger of missing out on class rewards as specified on the report card ( class trips and treats)

**Red report card** – a child has had three strikes on amber report and has lost rewards. A child may be able to earn these back if they demonstrate the desired behaviours over a period of time. Meeting to be set up with parents weekly to discuss behaviour and targets. .

### 7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. This includes the sharing of nudes or semi-nudes and up-skirting.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Contacting parents
- C4 or more serious consequence given (internal isolation, suspension or exclusion)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Use of Brook Traffic light system to support in decision making
  - Refer to Early Help
  - Refer to children's social care
  - Report to the police

Please refer to our **Child Protection and Safeguarding policy** for more information

### 7.3 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:

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

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

### 7.4 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 discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will 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, 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.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Behaviour management

When dealing with poor behaviour choices we are conscious always to maintain a child's self-esteem and that it is the behaviour that is unacceptable.

We use the consequence system (C1- C6) to ensure that positive classroom behaviour is promoted (see appendix 1) At any point, in the case of extreme behaviour that shows no sign of improvement, then a consequence may be escalated. Where there is a persistent disruption, then a personalised home-school monitoring programme may be established. Parents will be involved in this process and school will regularly review progress and impact with parents.

### 8.1 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 pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear behaviour routines (The St Botolph's Way)
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour (rewards / assemblies)
  - Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- 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 and reported to parents (see appendix 3 for a behaviour log)
- React forms to be completed and attached to CPOMS

### 8.3 Confiscation

**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 harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

### 8.4 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.

### 8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### 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.

### 10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

### 11. Monitoring arrangements

This behaviour policy will be reviewed by the Executive Head and Head of School and the St Botolph's Governing Body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the St Botolph's Governing Body annually.

### 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy
- Child Protection and Safeguarding Policy
- The Anti-bullying Policy

### Appendix 1: written statement of behaviour principles

- 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 board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: consequences grid

Consequences		Behaviours
Warning / rule reminder	A warning can be given for low level behaviour, such as swinging on a chair, distracting others. State what is happening and remind pupils of the rule.	Swinging on furniture Shouting out General 'carrying on' Poor levels of work Talking to another student across the classroom Distracting others
C1	A continuation of the above Pupil's name is recorded in consequences book (which is dated)	Continuation of above behaviours
C2	Loss of 5 mins of playtime Log in consequences book (dated) This is to be spent with the teacher on duty or class teacher Consequence book taken in by SLT to monitor behaviour	After two warnings regarding low level disruption
C3	Loss of 10 mins of playtime (pupils to spend with class teacher or person on duty or member of SLT) Restorative conversation Parental contact Record logged on CPOMS (C3 to be added in comments) Restorative conversation	Refusing to do work – pupil to complete missed work during playtime until an acceptable amount of work has been done Being disrespectful to an adult / refusal to comply Destroying school property Continual disruption of lessons Physical aggression
C4	Loss of 10 minutes of playtime and 30 minutes of lunch time (with a member of SLT) Restorative conversation Parental contact by class teacher or SLT if a serious incident Record logged on CPOMS (C4 to be added in the comments)	Physical fighting Swearing Sexualised language or behaviour (to be decided by SLT on a case-by-case basis) Continuation of C1-C3 behaviours
C5	Internal exclusion for half a day (Can be with SLT or in another class) Restorative conversation / behaviour ( eg: tidy up, letter , conversation with class teacher) Parental contact Record logged on CPOMS under internal exclusion	Persistent disruption Continuation of C4 behaviours Refusal to follow the school rules Swearing at an adult (C5/C6) Destroying school property (C5/C6) Amber or red report card issued
C6	SLT decision Suspension from school Work to be sent home and marked by teacher on return Restorative conversation Lessons learnt / reintegration plan	Unprovoked physical assault to staff member or pupil Severe damage to school property Severe verbal assault Extreme refusal to comply

	<p><b>A permanent exclusion could be used in a response to a serious breach or persistent breaches of the schools behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.</b></p>	
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Rewards	
<b>St. Botolph's Way</b>	<p>The St. Botolph's Way behaviour curriculum defines the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to show positive learning behaviours across school.</p> <ul style="list-style-type: none"> <li>• Fantastic Walking</li> <li>• Fantastic Listening</li> <li>• Fantastic Presentation</li> <li>• Fantastic Manners</li> </ul> <p>Each week there is a different focus on a learning behaviour. There is a "St. Botolph's Way" certificate and sticker/ reward each Friday in worship.</p> <p>All staff have "find your fantastic" slips that are added to a weekly box. Each week, in Goodly, a name will be pulled out of the box and that child will win a prize..</p> <p>"find your fantastic" rainbow wrist bands are given to children that have done something exceptional that week. Staff write on the wristbands why that child has been fantastic.</p> <p>St. Botolph's Way stickers are given out to pupils and dojo points are linked to the St. Botolph's Way.</p>
<b>Goodly Awards</b>	<ul style="list-style-type: none"> <li>• This is special worship on a Friday morning</li> <li>• Children receive a "Goodly Award" and their names are written into the "Goodly Book"</li> <li>• Every child that goes in the "Goodly Book" has hot chocolate and biscuits with the Head the following Monday.</li> <li>• A celebration photo of the "Goodly winners" is posted on dojo</li> </ul>
<b>Dojo Points</b>	<ul style="list-style-type: none"> <li>• Each child will have an individual dojo account</li> <li>• Dojo points will be awarded by members of staff</li> <li>• Dojo points will be go towards a prize selected by the class</li> <li>• Children to receive certificates for 100 dojos, 150 dojos and 200 dojos</li> <li>• Dojo's will be awarded for outstanding behaviour – full engagement in learning, listening to the teacher and others, showing outstanding attitudes, trying hard with their work, contributing to discussions etc. Dojo's should be awarded for exemplary attitudes and behaviour. Dojo's can also be awarded to children who have <b>significantly</b> modified their behaviour during a session. They can also be awarded for following the St. Botolph's Way.</li> </ul>
<b>Always Children</b>	<ul style="list-style-type: none"> <li>• Each Class Teacher will choose any "always" children who have show fantastic behaviour / attitudes that week to send a personal message dojo message home.</li> </ul>
<b>Find your Fantastic slips</b>	<ul style="list-style-type: none"> <li>• Find your fantastic slips are given out to children who follow our school rules</li> <li>• These are collected in and a small prize is given each week in assembly for the child that is pulled out of the prize draw</li> <li>• All slips are collected in for a large prize draw at the end of each term where children can receive a larger prize.</li> </ul>
<b>Fantastic Four</b>	<ul style="list-style-type: none"> <li>• This is a special worship held at the end of every school year. Four children are selected from each class to be awarded the "Find you Fantastic" certificate</li> </ul>
<b>Handwriting award</b>	<ul style="list-style-type: none"> <li>• Each Friday afternoon 2:30 – 3:00 children will be able to visit the HoS to share examples of outstanding presentation. They will receive a special gold sticker in books.</li> <li>• Children will also be able to work towards a pen licence</li> </ul>
<b>Lunch time award</b>	<ul style="list-style-type: none"> <li>• A lunch time award will be handed out weekly to children that have shown extemporary behaviour at lunch times</li> </ul>

**AMBER REPORT CARD** (targets:

Name: ..... Class: ..... Date: .....

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Maths					
Break					
English					
Lunch					
SLT signature					
Lesson 1					
Lesson 2					
SLT signature					

This card must be given to your Headteacher at the end of lunch and at the end of the day.

**RED REPORT CARD**

( targets:

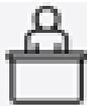
Name: ..... Class..... Date: .....

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Maths					
Break					
English					
Lunch					
SLT signature					
Lesson 1					
Lesson 2					
SLT signature					

This card must be given to your Headteacher at the end of lunch and at the end of the day.

Inclusive report card

Name: ..... Class: ..... Date: .....

Targets:						
	Calm Body	Listening ears	Kind words	Kind hands	Stay in area	Finished work

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and English	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
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Maths	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
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Break	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
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Lunch		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
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Afternoon task 1		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
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Afternoon task 2		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
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SLT signature										

This card must be given to your Headteacher or senior leader at the end of lunch and at the end of the day.