

Fort Royal



Community Primary School

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RELATIONSHIP-BASED BEHAVIOUR REGULATION POLICY

Review Date 5/9/2027			
Statutory Policy? Yes	Governors Approval Yes	Responsibility of J. Dowling	Date of first draft 5/07/23 New Policy Updated 5/9/26

Introduction

Fort Royal School promotes a caring and supportive environment to facilitate learning and to enable all members of the school community to feel secure, respected and promote positive behaviour in others. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school's curriculum. This relationship-based behaviour regulation policy has been written with an attachment-aware whole school ethos of putting relationships first and an understanding that behaviour is the communication of an emotional need. We recognise that for children to be ready to learn and reach their full potential, they need to be in a safe and regulated state, facilitated by a positive environment that fosters connection, inclusion, kindness and respect for all.

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through distress."
(unknown)

Aims

"The ability to form meaningful relationships is fundamental to mental health and happiness, It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationship with others." (TIS UK, 2019)

- To maintain a happy, caring, safe and supportive school environment
- To promote positive relationships between all members of the school community
- To strive for all staff, regardless of their role in school, to always model these positive relationships.
- To encourage respect and understanding for the feelings and wishes of others
- To adopt a consistent approach whilst allowing for individual needs to be met
- To have clear expectations, standards and strategies to ensure they are met
- To provide a stimulating environment that will encourage the achievement of success across the curriculum and in a range of social situations

Key Principles

We have developed the principles in this policy using a trauma-informed, attachment-aware approach. At Fort Royal we have two members of SLT who are trauma informed trained and employ a Play Therapist who is also a qualified, trauma informed practitioner. The school has been externally assessed by WCC and credited with a silver award Trauma Informed Setting.

Children learn best when they are regulated.

At Fort Royal, we understand that children who are distressed or in a dysregulated state cannot engage with learning or reach their full potential. We recognise that when we see challenging behaviour, this is often because a child is dysregulated and they will likely be working in the lower 'survival' part of the brain and will not be able to process language or reason until they are in a regulated state. Getting to this regulated state and work in the higher areas of the brain is a bottom-up process, starting with regulation (see appendix 1).

Regulation forms a fundamental part of school life at Fort Royal, with regular regulation and sensory/ movement breaks throughout the day, as we recognise that this is beneficial to all pupils. All classrooms are equipped to meet the children's individual sensory needs along with dedicated sensory spaces in and around school for children to access.

For children who require additional support, we have a Sensory Occupational Therapist in school who can offer specialist advice and personalised sensory ladders for children who require them. We also have a variety of sensory spaces and equipment for children who need additional sensory regulation throughout the day/ week.

We also use the 'Zones of Regulation' as a whole school approach (see appendix 2) where no zone or feeling is 'bad' and aims to help children to learn skills in self-regulation and identify the tools or strategies needed to support them to be ready to engage and learn. All staff at Fort Royal receive emotional regulation training from our Educational Psychologist and sensory regulation training from our Sensory OT.

Relationships come first

"When the adults change, everything changes" (Paul Dix)

Relationships are paramount to everything that we do at Fort Royal, and we pride ourselves on our warm and welcoming ethos. We promote positive relationships between all individuals across the school community, regardless of their position in the school, to model this to pupils and help them to feel safe and secure. We also understand that self-regulation is learned through repeated experiences of co-regulation with a trusted, safe and regulated adult.

How we promote positive relationships:

- We greet each other every day with a smile
- We speak to each other using a calm and respectful tone, without shouting at or shaming others.
- We use positive language when communicating our expectations to pupils e.g. "kind hands" rather than "don't hit"
- We are careful what we say and how we say it, keeping language to a minimum when a child is dysregulated
- We show empathy and understanding to all
- We set firm boundaries with warmth; we remain calm and in control
- We offer help to others in need
- We regularly liaise with our Family Support worker to keep positive relationships with families in term time and in holidays.
- We regularly liaise with the Play Therapist and ELSA Practitioner for support with building healthy positive attachments for identified children
- We work closely with Social Workers to ensure healthy positive relationships for Children who are Looked After and Children who were Previously Looked After.

Behaviour is communication and not always a matter of 'choice'

"Beneath every behaviour there is a feeling and beneath each feeling is a need. When we meet that need rather than focus on the behaviour, we begin to deal with the cause not the symptom." (Ashleigh Warner)

At Fort Royal we take a non-judgemental, curious and empathic attitude to behaviour and encourage all adults to respond in a way that focuses on the feelings and emotions that are behind the need that is being communicated through behaviour, rather than the behaviour itself.

We can say 'yes' to the feeling, whilst saying 'no' to the behaviour. Behaviour is a communicator of an unconscious bodily state; we look beyond the outward behaviour to see what is happening to the child.

We understand that we can still be empathic whilst remaining firm with boundaries. For example, if a child is feeling sad, angry or frustrated about something and behaving in an unsafe way towards others, we will put firm boundaries in place to keep everyone safe, whilst remaining empathic and understanding about the feelings behind that behaviour. We believe that for children to be able to self-regulate, they need to have experienced co-regulation. This is a fundamental part of our everyday work here at our school.

Being fair is NOT about everyone getting the same, it is about everyone getting what they need. 'Fair' is not 'the same'.

Strategies and Implementation

As part of Fort Royal Relationship Based whole school approach, we use:

- 3 simple rules; be safe, be ready, be kind - Appendix 3
- Recognition for positive behaviour
- Regulate, Relate, Reason (Bruce Perry) - Appendix 1
- Zones of Regulation - Appendix 2
- Reflect and Repair ('WARM' conversation/reflection books) - Appendix 4
- PACE (Dan Hughes) - Appendix 5
- Logical consequences

Three Simple Rules

Our School rules are translated into 3 simple child friendly key word cards (Appendix 3)

These cards are clearly displayed in each class. They are:

- Be Safe (We look after ourselves, our school and everyone in it)
- Be Kind (We are kind and respectful to each other)
- Be Ready (We follow instructions and are ready to learn)

Recognition for positive behaviour

It is important that our children demonstrate our values without the need for physical rewards, however we understand it is also important to recognise when children have shown excellent behaviour and have followed the school rules. All children displaying positive behaviour will receive positive praise and each class may develop their own system appropriate for the children in their class. All children who have completed learning at their level can receive a set amount of 'COOL' (Carry On Our Learning) Time, not taken away as a 'punishment' or used as a threat but used as a motivational tool. Some whole school rewards include:

Celebration Assemblies, Headteacher awards, certificates, stickers, positive phone call home or via Seesaw, appearing on the Wonderwall or Wall of Fame.

Zones of Regulation

Fort Royal follows a Zones of Regulation curriculum as a whole school approach to support emotional wellbeing and positive behaviour. Each classroom has a Zones of Regulation Board (including a portable board for other areas of school) and designated spaces within each classroom where regulation tools and strategies can be used – these are known as 'Regulation Stations'. A Regulation Station is not a punitive space and should not be seen as negative by pupils. It is not a place to send pupils, rather a place to be to help pupils manage their Zones/feelings/emotions. Pupils are supported to identify their feelings and physical sensations within each of the four zones and how to reflect on their triggers and find ways to communicate how they are feeling on the inside instead of focusing on the outward behaviour. The Zones of Regulation approach that is used at Fort Royal helps to create a climate where pupils feel safe, supported and emotionally regulated.

All staff are trained biannually in positive behaviour regulation approaches and Zones of Regulation. It is also part of the induction process for all new staff. Parent workshops are offered on an annual basis.

Responding to challenging behaviour

When children display behaviour that is outside of our expectations, we will always remind them of our three simple rules and hold boundaries firmly, with warmth. Alongside this, we will look beyond the behaviour with curiosity and ask what need their behaviour might be

communicating to us. We use Bruce Perry's Three Rs: Regulate, Relate, Reason (Appendix 1) to guide our thinking when responding to behaviour and we use PACE (Appendix 5) in our interactions with children to show acceptance, empathy and understanding.

Logical consequences

At Fort Royal we do not believe in punitive sanctions as evidence shows that behaviour does not change as a long term result. Therefore, punitive sanctions are not used in response to pupils' behaviour, regardless of how challenging it may be. When a child displays behaviour that may be affecting themselves, their peers or the whole school, then a logical consequence may be followed. These will be appropriate and specific to the child, remembering that 'fair' does not mean 'the same'. Confrontation is avoided wherever possible as the repair of relationships is the main driver for all logical consequences.

Reflect and Repair

Following an incident where a child has displayed unexpected behaviours, it is important to take the time to reflect on this with the child after the incident (where developmentally appropriate) once they are in a regulated state. We use the 'WARM' approach and symbolised reflection books (Appendix 4) to guide these restorative conversations, avoiding any shame or judgement.

If there is an incident with a child who is dysregulated, it might be necessary for a different adult to step in to avoid escalation. However, we recognise the importance of rupture and repair in a relationship. Therefore, if there has been a rupture between a child and an adult during an incident, there must be an opportunity for the child to repair and reconnect back with that same adult as soon as possible, as part of this reparation process.

School Expectations and Positive Behaviour Management

In school there are a very small number of children with behavioural difficulties, who present with challenging behaviour that may necessitate the use of Restrictive Physical Interventions (RPI) to keep themselves and others safe. The use of physical force must be reasonable, comply with guidelines and be undertaken only if staff have been Team Teach trained. Any child that has needed RPI will have an individual behaviour and risk restraint reduction plan (Appendix 6). This plan will be shared with parents/carers and reviewed on a termly basis.

The use of Restrictive Physical Interventions should always be considered within the wider context of behaviour management and strategies contained in this positive relationships policy. The school will work in partnership and using key principles outlined above to help identify early warning signs that indicate foreseeable dysregulation/behaviours are developing. This approach will help to ensure that early and preventative intervention is the norm.

Individual pupils may require a Sensory Ladder and/or Behaviour Support Plan (IBP) (Appendix 7). This plan will be shared with parents/carers and where appropriate the children

themselves in order to:

- meet the pupil's needs
- encourage the pupil to develop self-regulation
- support the pupil in difficult situations
- safely manage crises if and when they occur
- monitor progress made by pupils

These IBPs are discussed with and monitored by the Deputy Headteacher for behaviour on a termly basis or more frequently if necessary. Sensory Ladders are updated by the Sensory OT on an annual basis, or more regularly if required and monitored by the Assistant Headteacher for Sensory Regulation.

Harmful Sexual Behaviour

Our school values, ethos and policies provide the platform for staff and children to clearly recognise that abuse is abuse and it will never be tolerated or diminished in significance. We recognise the impact of sexual behaviour on children, and the fact children can, and sometimes do, abuse their peers in this way. It can happen both inside and outside of our school.

At Fort Royal Primary School we have developed our Traffic Light Toolkit in actioning any concerns raised regarding what could be seen as harmful sexualised behaviour towards peers or adults in school. This is an important tool in determining the level of development and understanding that individual children are working at regardless of their chronological age, so that an appropriate response can be made to any behaviours displayed by the child. When looking at individual behaviours of a child we will always ensure that we consider any other information or safeguarding concerns that we are aware of, before determining the most appropriate action.

We will treat all concerns raised seriously and in a sensitive and supportive way.

Mental Health and Wellbeing

Mental Health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community (World Health Organisation). At times when pupils have unmet needs, it can result in displaying behaviours that are dysregulated or the pupil being in need of adult support and guidance.

At Fort Royal, we aim to promote positive mental health for every pupil. We aim to achieve this goal through whole school approaches and targeted interventions aimed at specific pupils where required. We promote respectful, sensitive and supportive communication between Professionals Governors, staff, pupils and parents, to create an atmosphere where all pupils feel safe and valued.

At Fort Royal, in addition to promoting positive mental health, we aim to recognise and

respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies, procedures, training and resources for staff and parents, we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health. We will follow pupils individual Sensory Ladders, IBPs and RRRPs with pupils Mental Health and Wellbeing at the forefront of all we do to support them during times of challenging behaviour and dysregulation.

All behaviour is logged on a daily basis using CPOMs. This allows the DSL, DDSL for Behaviour and the Mental Health Lead to have an overview of behaviour across school in real time. Logs are monitored and action taken promptly as and when needed.

Risk Assessment and Planning for use of Restrictive Physical Interventions

All staff are made aware of the distinction between physical contact and positive/contingent touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury to themselves or others.

Behaviours that mean pupils or staff might be unsafe or at risk of injury (in accordance with Health and Safety Act 1974) may make it necessary to consider the use of restrictive physical intervention as part of a Behaviour Risk Restraint Reduction Plan. This will be compatible with a positive relationships approach and the planned use of restrictive physical intervention clearly shown in the pupil's Behaviour and Risk Restraint Reduction (RRRP) Plan. Techniques and methods must be assessed to ensure they are safe, suitable and appropriate for use with the named pupil.

Fort Royal has one Team Teach Tutor for staff to consult and Team Teach are available for advice and support. The Governor with responsibility for safeguarding and behaviour meets regularly with DHT for behaviour and monitors pupil plans as part of this role. Team Teach also audit the whole behaviour management system on an annual basis.

Use of Restrictive Physical Interventions in Unforeseen and Emergency Situations

On occasion, staff may be in unforeseen or emergency situations when there is no option but to use reasonable force to manage a crisis. Please remember:

- Use an emotionally available well-known adult to support the pupil where possible
- attempt to use diversion or diffusion to manage the situation before using force
- use appropriate and familiar techniques and methods
- in exceptional circumstances – where techniques are ineffective or staff are unfamiliar with the action they should take – staff will manage the situation as best they can

Post Incident Support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and may result in injuries to the child or staff. After an incident:

- ensure both children and staff are given emotional support and appropriate time to recover and emotionally regulate
- administer basic first aid treatment from a qualified first aider if required
- seek help if further support is required
- report and record injuries in accordance with school procedures – Accident Book, RIDDOR form

Reporting and recording use of Restrictive Physical Interventions

Fort Royal School will ensure that all restrictive interventions are lawful, reasonable, necessary and proportionate. The school is committed to reducing the use of restrictive practices through proactive regulation support, positive relationships and personalised behaviour support planning. The school recognises the importance of maintaining accurate records and ensuring open communication with parents/carers following any significant incident involving restrictive intervention.

- Report to the Deputy Headteacher for behaviour management, Head or Team Teach Tutor after any incident of RPI
- An entry will be made in the Bound and Numbered Book (kept securely in the DHT office) after each incident and within 24 hours. Parents/carers (and social worker where necessary) will be notified the same day as soon as is reasonably practicable via phone call or face to face and in also in writing and this will be logged in the bound and numbered book.
- Staff wellbeing sheet (kept in Deputy Heads office) can be filled in by key staff involved in incidents, this is voluntary/optional and is monitored by DHT for behaviour.

Use of Regulation Spaces in School

The spaces are multi-functional and can also be used in a variety of ways to support an individual with emotional or sensory regulation e.g. for: sensory breaks and self-regulation as part of a planned response to sensory overload/dysregulation as highlighted in sensory ladders.

The school distinguishes between the use of regulation spaces and seclusion. Regulation spaces are intended to promote co-regulation, emotional wellbeing and sensory regulation and are not used as a punishment. Where a pupil is prevented from leaving a space due to an immediate risk of harm to themselves or others, this will be regarded as seclusion and therefore a restrictive intervention and will be recorded, monitored and reported in line with this policy.

This measure is not to be used as a punishment. If instigated by an adult it must only be used when it is:

- Be necessary to prevent/reduce harm
- Be proportionate to the level of risk presented
- Be continuously monitored and supervised by staff

- Last only for the shortest time necessary
- Be used in the pupil's best interests
- Form part of a wider plan to reduce the likelihood of future incident

Staff must:

- Inform the DSL or DSL immediately
- Complete a regulation room seclusion recording sheet
- Inform Parents/Carers via phone call/face to face on the same day and in writing within 24 hours.

Sometimes a pupil may want to go to the regulation spaces as a safe area before they enter full crisis as part of their own self-management and monitoring of their own arousal levels. This should be encouraged and will form part of the pupil's individual behaviour support plan/sensory ladder. Sometimes a child may need to be guided to the separation space when behaviours mean a child or staff may be unsafe or at risk of harm to themselves or others and the child needs space to regulate and calm.

Post-Incident Review: Seclusion

Following a significant incident, staff may undertake a review to identify learning and reduce the likelihood of future restrictive interventions.

This may include:

- Review of antecedents, triggers and patterns
- Review of Behaviour Support Plans, Sensory Ladders and Risk Restraint Reduction Plans
- Consultation with parents/carers and relevant professionals
- Identification of additional preventative and de-escalation strategies

Staff Training

- All staff will receive behaviour regulation, Zones of Regulation and de-escalation techniques training from DHT and Play Therapist. This will be refreshed annually.
- All staff will have Zones of Regulation Training, refreshed annually
- All staff will have Sensory Regulation Training, refreshed bi-annually
- All staff involved in the use of Restrictive Physical Intervention will be Team Teach trained

The main aim is for staff to be calm positive and confident, with a positive relationships based approach when engaging with our children. This is a whole school holistic approach to reduce the risk of harm to self, others and meet the best interest of the child. Team Teach also meets staff Health and Safety requirements.

This policy links to: Safeguarding Policy

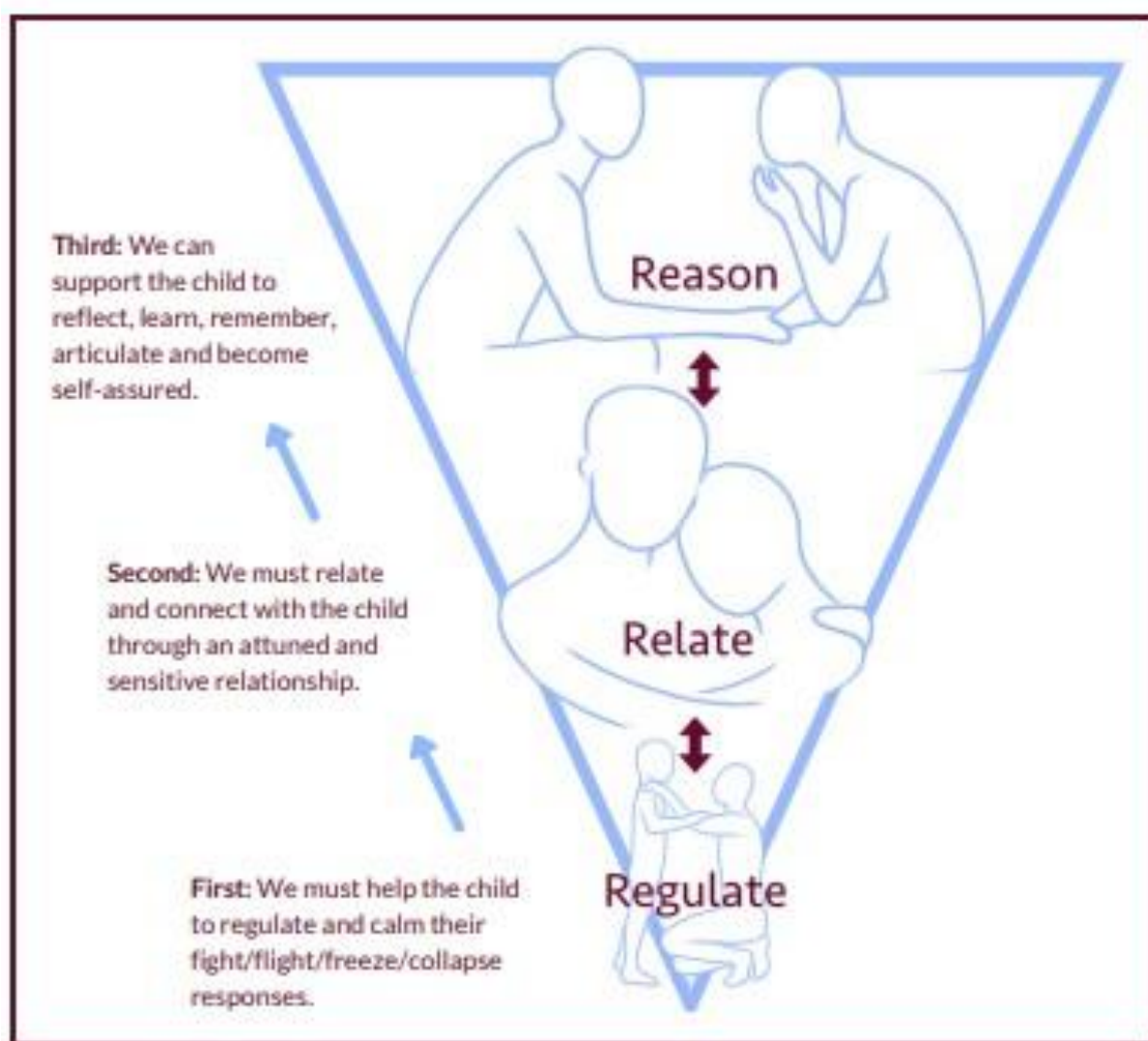
Mental Health and Wellbeing Policy

Appendix 1 - The Three Rs (Bruce Perry)



The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to support them in a sequence which prioritises regulation first so that the brainstem can be calmed.



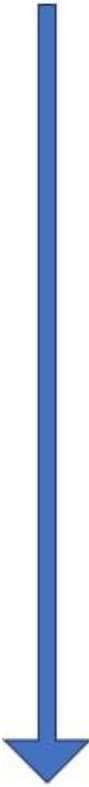
Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

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The Three Rs: Reaching the Learning Brain

If a child is displaying unexpected behaviours in class or around school, remember that **behaviour is communication**. What **need** are they communicating to you? Use the Three Rs to help you to try and meet the need behind the behaviour and to avoid things from escalating unnecessarily.



(Co-)Regulate 	Are they dysregulated? What do they <u>need</u>? Is everyone <u>safe</u>? Minimal/ no language Stay close, co-regulation* with a regulated, emotionally available <u>adult</u> Zones of Regulation Sensory ladder Sensory/ movement break Once regulated, move onto <u>relate</u>
Relate 	Do they need adult attention/ connection? Find a playful activity to do with an <u>adult</u> Do a job/ read a book with an <u>adult</u> PACE – Playfulness, Acceptance, Curiosity, Empathy Once regulated AND connected, move onto reason
Reason 	Reflect and repair (if developmentally appropriate) Logical consequences Learning If they are still not ready for this stage, you may need to continue going back to regulate/ <u>relate</u>

***Children cannot learn how to self-regulate on their own** – self regulation is only learnt through repeated experiences of **co-regulation**. If they are unsafe or express that they do not want you to be there, stay as close as is safe and let them know you are there for them as soon as they need. Sometimes, children working in a group may be in the blue or yellow zones and don't have an immediately available adult to help them to regulate/ relate 1:1. They can be directed to the regulation station to self-regulate, but the adult will let them know that they are thinking of them and will be with them as soon as they can or will keep checking-in. What is important here is that children do not feel they are being actively ignored.

Appendix 2

The FOUR Zones

- Blue Zone
- Green Zone
- Yellow Zone
- Red Zone

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

The ZONES of Regulation™

	BLUE ZONE Sad Sick Tired Bored Moving Slowly
	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn
	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control
	RED ZONE Mad/Angry Terrified Elated/Excited Devastated Out of Control

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From The Zones of Regulation™ by Leah M. Kuypers • Available at www.socialthinking.com

Appendix 3

3 Simple Rules



We look after ourselves, our school and everyone in it



We follow instructions and are ready to learn.



We are kind and respectful to each other.

Appendix 4

Reflect and Repair

As part of the 'Three Rs' process, once you have reached the 'reasoning' part of the brain, it is important to reflect on what has happened and repair any ruptures in relationships (where developmentally appropriate). This should only be when a child is in the green zone and with a key adult in a safe space. **Use this time to explain any logical consequences that were put in place or need to be put in place** (e.g. something was taken away because it was not being used safely). Here are some questions that could guide your conversation. Remember to keep your conversations PACEful and 'WARM', without creating feelings of shame or judgement.

	 What happened?	• What happened? • What zone were you in at the time?
	 Affect	• Who or what was affected? • Did anyone get hurt? • Did anything break?
	 Repair	• How can I help you put things right? • How can we make them feel better?
	 Move Forward	• How can we help you next time? (<u>refer</u> to zones toolkit if relevant) • What zone are you in now? • Is there anything else you need?

Appendix 5

PACE (Dan Hughes)

A child who has experienced trauma in their early life will often struggle to verbalise their emotions and history. Instead, they will communicate through behaviour.

This behaviour can be challenging for carers to handle and, although the carer cannot change the child's experience, they can change the way they respond to it. Clinical psychologist Daniel Hughes developed the PACE approach to help carers to build up a connection with children and build a safe space to open up communication.

PACE stands for:

Playfulness - Using a light-hearted, reassuring tone - similar to parent-infant interactions - to create an atmosphere of safety and reassurance where no one feels judged and the child feels able to cope with positive feelings

Acceptance - Acceptance is about actively communicating that you accept the feelings, thoughts and internal struggles that are underneath the child's outward behaviour. It is not about accepting the behaviour itself but helping to teach the child not to feel ashamed by their inner turmoil.

Curiosity - Curiosity, without judgement, is how we help children become aware of their inner life. It's about wondering out loud without necessarily expecting an answer in return. Phrases like "I wonder if..." will help the child to put a name to their emotions and thoughts.

Empathy - Feeling a child's sadness or distress with them, being emotionally available to them during times of difficulty shows the child that they are not alone and that the adults are strong enough to support them both through it.

A PACE approach opens channels of communication and helps begin to give children the experience of someone hearing what it is like to be them. Once children feel heard, it becomes more possible for them to see themselves through their others eyes and to reduce their feelings of shame.

Appendix 6

Behaviour and Risk Restraint Reduction Plan - For Pupils who require RPI

Name	Class:	D.O.B:	
Special Educational Needs:			
Has the child any medical issues that require the reconsideration of any Team Teach Holds? YES/NO			
Description of specific behaviours we want to encourage/develop:			
Description of specific behaviours we want to reduce/stop:			
Possible triggers for above behaviours – prevention/things to avoid:			
Positive (Proactive) Management Strategies:			
Describe any additional strategies that have worked in the past or should be avoided.			
Strategy	Try	Avoid	What does the practice look like?
Negotiation			
Reassurance			
Planned ignoring			
Contingent touch			
Take up time			
Withdrawal offered			
Withdrawal directed			
Change of face			
Success reminders			
Others			
Early Interventions:			

Reactive Interventions:						
Preferred physical intervention approach for dealing with above incidents						
Potential incident (see risk assessment)		Specific Location		Preferred Physical Intervention Strategy		
Appropriate personal safety response,		Two Person Holds and Escorts				
Arm Responses		Single Person Holds and Escorts				
Neck Responses		Holds for smaller pupil,				
Clothing, Hair and Bites		Seated hold required,				
Steer Away		Separating Fights				
Is the pupil working at L9 + and able to complete a post incident 're-think' sheet? YES/NO						
Progress since last review:						
Multi-agency Involvement (where the risk assessment indicates a high risk)						
Agency	Senior Leadership Team	Parent/ Guardian	Social Worker	Child Protection Officer	Local Authority Officer	Other
Name						
Signature						
Date						
Date Implemented:				Next Review Date:		
Class Teacher:		Parents:		Pupil:		

Appendix 7

Behaviour Support Plan

Name:	Class:	D.O.B:
Special Educational Needs:		
Description of specific behaviours we want to encourage/develop:		
Description of specific behaviours we want to reduce/stop:		
Possible triggers for above behaviours – prevention/things to avoid:		
Positive (Proactive) Management Strategies:		
Early Interventions:		
Reactive Interventions:		
Progress since last review:		
Date: Review Date: Class Teacher: Parents: Pupil:		