

# Behaviour Policy

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## 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

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Causing distraction in lessons (with equipment, talking over others, making noises)
- Not following routines in classroom (lining up, tidying, handing out resources)
- Non-completion of classwork or completion to a lower standard than child is capable of
- Poor attitude
- Persistent answering back to a reasonable adult request
- Inappropriate use of toilet areas
- Throwing a small item (such as stationery) in the classroom
- Passing notes in lessons
- Mimicking adults
- Deliberate spitting (not directed at another person)

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Refusal to follow behaviour instruction (insolence)
- Deliberate spitting towards another person
- Any form of bullying
- Sexual violence, 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 such as 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
- Vandalism
- Theft
- Swearing at another person (adult or child)
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- 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 1 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)
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

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest, caring and protective whole school ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Management Policy
- Implementing a whole school approach to the teaching of PSHE
- Implementing a Personal Safety Programme – *Protective Behaviours*
- Ensuring that the school's anti-bullying approach or charter is actively promoted in assemblies and other formal occasions
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Providing a school council and regular class council time, enabling CHILDREN to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground buddies/Friendship Benches
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing confidential communication systems such as Listening Boxes
- Providing publicity including information leaflets for children and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help
- Providing social skills groups for vulnerable individuals and groups
- Providing a transition programme to support children moving across year groups and key stages
- Providing information on support agencies such as ChildLine, including telephone numbers for help lines and addresses for supportive websites
- Working in partnership with other schools/local authority services on antibullying initiatives

**Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on our website.**

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- 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 (see section 13.1)

### 5.3 Teachers and staff

Staff are responsible for:

- 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

## **5.4 Parents and carers**

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 pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst 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 behavioural issues.

## **5.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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 arrivals.

## 6. School behaviour curriculum

### 6.1 Values

At Henry Chichele we carry our ethos both in school and in the community. We embrace our 5Rs: resilience, reflection, resourcefulness, risk taking and relationship.



We use **resilience** to help us to keep trying and never give up; set targets and practise; have a positive attitude; and to bounce back from setbacks. We use resilience when we are taking responsibility for our own actions.

We use **reflection** when we listen to different opinions. When we reflect, we learn from our mistakes and respond maturely to advice and feedback from staff and strive to improve in all that we do.

We are **resourceful** because we learn in different ways; use imagination and look at other options to solve problems; ask questions when we are not sure and make links between our different pieces of knowledge.

We are **risk takers** because we push ourselves out of our comfort zone and give all learning a try. We are not afraid to say when we are wrong.

Positive **relationships** with others are essential to happiness. We are social beings! We use our relations to work effectively as part of a team, be a good listener and show empathy.

**Our aim is to empower learners to grow into confident and considerate individuals that attain highly by nurturing ambition.**

### ***Empowering learners. Nurturing ambition***

To achieve this, we expect a high standard of behaviour. We have a set of behaviours that we expect to see from our pupils.

With the right support and any reasonable adjustments in place, we expect all pupils to be able to meet the following behavioural expectations.

## 6.2 Rules

We have three simple behaviour rules:

- Be ready
- Be respectful
- Be safe

Although these are simple and easy to remember, we expand these to make the expected behaviours really clear to everyone.

Expected Behaviours		
<b>Be ready to</b>		
<ul style="list-style-type: none"> <li>• Take part in discussion at the appropriate time</li> </ul>	because	being involved is important for your progress but talking when others are is disrespectful
<ul style="list-style-type: none"> <li>• Listen to the person talking in the classroom</li> </ul>	because	we treat others how we would like to be treated ourselves
<ul style="list-style-type: none"> <li>• Learn by having the equipment that you need ready at the beginning of the lesson (incl. your water bottle)</li> </ul>	so that	you make the most of learning time
<b>Be respectful by</b>		
<ul style="list-style-type: none"> <li>• Being considerate of the feelings of those around you; both adults and children</li> </ul>	because	being kind creates a pleasant environment for everyone
<ul style="list-style-type: none"> <li>• Not causing a distraction to others</li> </ul>	because	everyone has the right to learn in school and distractions make that difficult
<ul style="list-style-type: none"> <li>• Treating the school buildings and school property with care</li> </ul>	because	our school is for everyone and we are responsible to keep it in good order
<ul style="list-style-type: none"> <li>• Taking responsibility when you do wrong and accept sanctions when given</li> </ul>	because	learning from our mistakes is important
<b>Be safe by</b>		
<ul style="list-style-type: none"> <li>• Behaving in an orderly and self-controlled way</li> </ul>	because	it prevents causing harm to you or others
<ul style="list-style-type: none"> <li>• Moving quietly and sensibly around the school</li> </ul>	because	everyone can hear important safety instructions at all times
<ul style="list-style-type: none"> <li>• Keeping your hands and legs to yourself at all times</li> </ul>	because	hurting others is unacceptable

## 6.3 Routines

Routines in our school are important because they:

- Teach and reinforce the behaviours expected of all pupils
- Promote the values of the school

- Ensure the best use of learning time

Each class will have their own routines established that reflect the age and stage of the pupils. However we do have the following routines that all children are expected to follow across the school, regardless of age:

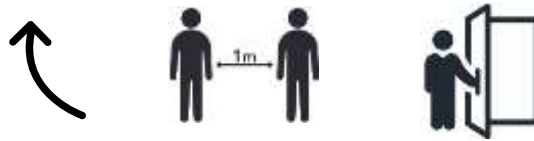
#### **Lining up –**

- Get in register order
- Stand with your hands together, behind your back or in front of you
- Face forward



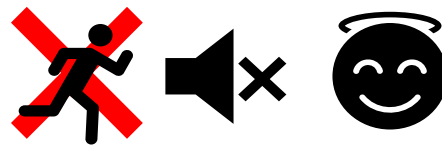
#### **Walking through the school –**

- Walk on the left, if indoors
- Keep a safe distance from the person in front of you and keep your hands together
- Pass the door on to the person behind you



#### **Using the library –**

- Walk at all times
- Quiet voices
- Remember your manners



#### **Entering the classroom from break / lunch (KS2) –**

- TO BE AGREED IN CLASSES

#### **Being dismissed from class –**

- TO BE AGREED IN CLASSES

Other routines that teachers should consider agreeing with their class include:

- Turning in homework
- Being late
- Reading for pleasure time
- Morning work
- Finishing work early
- Use of classroom library
- Independent work time – asking for help
- Use of technology – laptop, tablet
- Transitions and moving in the classroom
- Pencil Sharpening
- Organisation (being prepared)
- Group work
- Getting supplies
- Handing out papers
- Water bottle re-filling
- Emergency drills
- Heading work
- Using the toilet
- Classroom responsibilities

### **Explicitly teaching the children the routines and expectations**

Teachers will ensure classes are taught the routines that are expected at the beginning of the year and they will revisit this as needed. When teaching the routine, teachers will:

- Be consistent in the use of the routine at all times
- Establish the routine and run it through with the children first
- Ask questions to check their understanding of the routine
- Show them where the routine reminder can be found
- Keep it simple – use symbols or phrases to help remind/understanding
- Catch learners doing the right thing
- Peg their behaviour back to the routine
- Celebrate the success of the class in following the routine

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum.

Where possible, these reasonable adjustments will be put in place proactively. For example, a pupil with special educational needs and or/disabilities (SEND) may need a routine to be adapted to support their needs or reduce triggers for dysregulation.

For example, we may:

- Implement a personalised visual timetable outlining expectations and routines for the day
- Put in place short, planned movement breaks for a pupil
- Adjust seating plans to move a pupil closer to the teacher
- Provide a safe space and named adult for the child to go to if finding things difficult
- Adjust uniform requirements for a pupil with sensory issues
- Train key staff to understand specific conditions such as autism

## 6.4 Mobile phones

- Pupils are allowed to have mobile phones on-site (in Year 5 and 6 unless otherwise agreed), but must be handed to their class teacher on arrival to school. They will be stored by the teacher for the full day. All mobile devices must be switched off before entering the school gates
- Mobile phones can be collected from the class teacher when leaving the school for the end of the day
- Under no circumstances are pupils permitted to use their mobile phones during the school day for any purpose. The only exception to this rule will be made for medical reasons and should be agreed by the headteacher prior to usage

The school accepts no responsibility for any loss or damage to mobile devices while on school site.

## 7. Responding to behaviour

### 7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom 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

## **7.2 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## **7.3 Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Merit given at the end of every period (4 per day) for meeting the behaviour expectations. The more merits collected over a term the greater the rewards (see appendix 'Merit Record Card')
- Communicating praise to parents via a phone call or written correspondence
- Certificates in weekly awards assemblies (Worker of the Week (WOW) and 5R)
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year-group rewards, such as a popular activity

## **7.4 Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil ‘on report’
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Refer to Appendix 2 for a breakdown of typical misbehaviours and the likely sanction to be given.

## **7.5 Informing and Working with Parents**

We really value a positive relationship with all parents in school as we acknowledge the vital role that they play in supporting their children in school. For this reason, we recognize the importance of keeping parents informed of their child’s behavior in school so that our staff can work closely with the family in order to seek improvements quickly.

When any child is involved in a behaviour incident that is of a level 3 or above (see appendix 2 for a breakdown of typical behaviours at each level), the parent will be informed of the individual incident and any consequences of that behavior. This will be communicated through Arbor, our electronic communications platform. This email will be automatically generated from when the teacher records the incident onto the system.

Should a child’s behavior trends become a particular concern, the teacher will write to the parent using ‘Letter 1’ within the appendix 5 of this policy. This letter will notify the parent of the issue but and the need for close monitoring.

If the behavior of the child does not improve over the next period of time (usually about 2 weeks) the class teacher will send ‘Letter 2’ and arrange a meeting with the parents in order to discuss the typical behavior being seen and the steps that need to be taken in order to improve the attitude at school. The teacher and the parent will set another mutually convenient time to meet again in order to review, usually within 4-6 weeks.

If this approach does not improve standards of behavior, the inclusion team will be alerted and support the efforts to raise standards. ‘Letter 3’ should be used to inform the parent. At this stage, support may involve external agencies but will be in agreement with the parent.



## 7.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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)

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.

## 7.7 Confiscation and searches

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff

who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

The authorised member of staff’s power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

### **Searching pupils’ possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks

- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

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

## **7.8 Off-site misbehaviour**

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

- 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 a staff member (e.g. on a school-organised trip).

### **7.9 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member 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.

### **7.10 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.11 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.

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

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
- 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.

## **7.12 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 sexual violence or sexual 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.

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. Serious sanctions**

### **8.1 Detention**

Class teachers, and those members of staff that cover the class teachers' responsibilities, have been authorised by the headteacher to issue detentions, often referred to as break/lunch reflection time.

Pupils can be issued with detentions during break or lunchtime.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### **8.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team, and will be removed for a maximum of 2 hours.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with members of the pastoral team
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans or pastoral support plans
- Pupil support unit (The Burrow (KS1) or The Hive (KS2))
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, as a behaviour incident on Arbor which will be added to the electronic behaviour log.

### **8.3 Suspension and permanent exclusions**

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 headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (**Equality Act 2010**)
- Using our best endeavours to meet the needs of pupils with SEND (**Children and Families Act 2014**)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples of measures that may be used include, but are not limited to:

- 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
- Use of separation spaces (The Burrow (KS1) or The Hive (KS2)) where pupils can regulate their emotions during a moment of sensory overload

### 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may 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.

### **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with the phase lead / pastoral link member of staff
- A report card with personalised behaviour goals

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for 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.

## **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:



- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- The expectations and principles of our behaviour policy

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every full term by the senior leadership team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

In addition, more regular monitoring of behaviour incidents will take place on a weekly basis by phase leaders and they will report any concerns to the senior leadership team who will consider the concerns as part of their DSL discussions.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). 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 full governing board annually.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy

- Safeguarding and Child Protection policy
- Physical restraint policy
- Anti-bullying strategy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 suspensions and 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.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

## Appendix 2: Misbehaviour and Likely Sanctions

The following table lists some negative behaviours sometimes seen in our school and how staff are likely to respond. Not every sanction will be implemented each time only necessary and relevant. Each behaviour incident is dealt with on a case by case basis taking into consideration the circumstances and the children's characteristics, age, historical behaviour patterns and vulnerabilities. When managing an incident, sanctions for a lower level behaviour may also be used, as appropriate.

	<b>1 Distractions</b>	<b>2 Thoughtless</b>	<b>3 Disrespectful</b>	<b>4 Disreputable</b>	<b>5 Serious</b>
<b>Behaviours</b>	<p>Playing with equipment/distracting themselves and peers</p> <p>Incorrect or incorrectly worn uniform</p>	<p>Not completing expected amount of work in the lesson (despite support).</p> <p>Talking over peers and adults.</p> <p>Unkind comments</p> <p>Silly noises to disrupt lesson.</p> <p>Incorrect behaviour when lining up or moving around the school.</p> <p>Getting involved in others' problems and interrupting conversations.</p>	<p>Answering back.</p> <p>Talking/messing about in assembly.</p> <p>Vandalising property/building</p> <p>Inappropriate use of the toilets.</p> <p>Rude towards adults (insolence).</p> <p>Throwing items around the classroom.</p> <p>Persistent talking over peers and adults.</p> <p>Passing notes in lessons.</p> <p>Mimicking the teacher.</p> <p>Persistent defiance</p> <p>Inappropriate use of online tech (not harmful towards another person)</p>	<p>Theft</p> <p>Swearing at an adult or child</p> <p>Personal comments (in-person/online)</p> <p>Refusal to follow behaviour instructions (insolence)</p> <p>Intimidating behaviour</p> <p>Non-targeted sexually inappropriate behaviour</p> <p>Spitting (deliberate)</p> <p>Unwanted physical contact (lower level such as push or nudge)</p> <p>Refusal to accept sanction</p> <p>Persistent behaviours at a lower level</p>	<p>Deliberate physical violence towards adults/children</p> <p>Aggression towards an adult or peer.</p> <p>Sexual harassment/targeted sexually inappropriate behaviour (may need a level 6 column)</p> <p>Racism</p> <p>Spitting (deliberately at another person)</p> <p>Cyberbullying/Bullying</p> <p>Persistent behaviours at lower level</p>
<b>Likely sanctions (not all at once)</b>	<p>Reminder given</p> <p>Second reminder given (written slip)</p> <p>Items removed, if necessary, to support child to behave as expected</p>	<p>Warning given</p> <p>Merit card removed</p> <p>Moved position within classroom</p> <p>Private conversation with class teacher to address the unwanted behaviours and/or repair necessary relations</p> <p>Possible breaktime minutes lost in order to repair the wrongdoing</p> <p>Work completed at home</p>	<p>Child given a chance to explain reasons for behaviour (verbal or written)</p> <p>Verbal reprimand and reminder of expectations of behaviour</p> <p>Short period of recreation time missed in order to reflect on behaviour, consider correction and how to ensure it will not happen again</p> <p>Short term loss of equipment</p> <p>Phase leader discussion with child to reset expectations</p> <p>Recorded on Arbor and parents informed</p>	<p>Child given chance to give account of behaviour (written)</p> <p>Removal from classroom</p> <p>Detention issued for minimum of 20 mins. Record on Arbor.</p> <p>Restorative conversations</p> <p>Parents informed and invited to meet with class teacher</p> <p>Loss of privileges</p> <p>Referral to SMT</p> <p>Playground separations</p> <p>Short term report cards (phase leader, SMT, HT)</p>	<p>Removal from classroom to senior management team. Account written.</p> <p>Detention issued for at least 50 mins. Record on Arbor.</p> <p>Parents informed and invited to meet with HT</p> <p>Playground separation suspension</p> <p>PSP / Risk assessments written</p> <p>3-week report card to HT then stepped down if appropriate</p> <p>Education programme to address need</p> <p>Multi-agency referral</p> <p>Suspension / Exclusion</p>

## Appendix 3: Merit Reward System

Our tangible reward system is based on the collection of merits. Merits are awarded to every child at the end of each period – 4x a day. Children are rewarded with a merit for taking part in each learning period, meeting the behaviour expectations. Children that go above and beyond the expected standards may be rewarded with a ‘bonus merit’. Merits are recorded by the child at the end of the period unless their teacher withdraws their merit card as a step of managing misbehaviour. Staff record bonus merits. Merits are recorded in a booklet, in a chart as shown below.

05/09	Monday				Tuesday				Wednesday				Thursday				Friday			
12/09	Monday				Tuesday				Wednesday				Thursday				Friday			
19/09	Monday				Tuesday				Wednesday				Thursday				Friday			
26/09	Monday				Tuesday				Wednesday				Thursday				Friday			
03/10	Monday				Tuesday				Wednesday				Thursday				Friday			
10/10	Monday				Tuesday				Wednesday				Thursday				Friday			
17/10	Monday				Tuesday				Wednesday				Thursday				Friday			
Bonus merits					5				10				15				20			
					25				30				35				40			

The merit card also shows the prizes that the merits lead to. This is explained below.

**How can I earn a merit?**  
 Every lesson, you will have a chance to earn a merit. By arriving ready to learn, being respectful throughout, staying safe, trying your best and participating in the learning, you will be awarded a merit.

If your behaviour and attitudes do not meet expectations, your card will be marked with an 'X' which signals that the merit has not been awarded for that session.

**How can I earn a bonus merit?**

- Producing an outstanding piece of work
- For an action that shows one of the 5Rs
- Going above and beyond the usual expectations

You will **not** be awarded a merit for:

- Homework
- Reading diary completion

**What do merits lead to?**

Each week:

20 merits	5 raffle tickets	9-12 merits	2 raffle tickets
17-19 merits	4 raffle tickets	4-8 merits	1 raffle tickets
13-16 merits	3 raffle tickets	0-3 merits	0 raffle tickets

**Termly milestones**

120+ merits	5 additional raffle tickets
Every week with full merits*	Bronze certificate
20 bonus merits	Headteacher Afternoon Tea
40 bonus merits	Golden Ticket

\*excluding authorised absences

**Remember**  
 There are other awards that you can achieve as well:

- Class points for team work within your class
- WCW Award for an outstanding piece of work or action
- Postcards home to let your parents know that you've done well
- PE Star Performer for outstanding effort and achievement in PE lessons with Mr Bates.


**Henry Chichele**  
 Primary School
 

# Merit Record Card

Name: .....

Class: .....

Term: Autumn Term 1

**Each week** the children will be given a number of raffle tickets dependent on the number of merits they have collected.

**Raffle tickets** are put into a year group collection to be drawn at the end of the term. The more raffle tickets children have in the collection, the more likely they are to be drawn.

**The draw** takes place on the last day of each term (6x a year) and the winner goes to the merit glass cabinet to choose a prize.

There are also incentives based on the number of merits collected in **each term**.

**120+ merits in a term** earns an additional 5 raffle tickets in the draw as detailed above.

**Filling the merit card** (with the exception of the bonus merits) earns the child their next staged certificate [bronze, silver, gold, emerald, diamond (blue), platinum (dark grey)]. Authorised absences, such as illnesses, will not affect the achievement of this reward. Unauthorised absences will count against the completion of the merit card.

Children with **20+ bonus merits** will be invited to have tea with the headteacher.

Children with **40 bonus merits** will also be given a golden ticket.

A **golden ticket** gives the child an option of a number of rewards from the golden list. This list will be written by the school council at the beginning of each year and reviewed as necessary.

## Appendix 4: behaviour log

### Log New Behavioural Incident

Complete details of the incident.

**Date of incident\***

**Event**

**Time of incident\***

**Students involved\***

**Behaviour\***

**Assign to staff member\***

**Incident summary**

**Staff involved**

**Location**

Create as separate incidents

### Add Physical Intervention

Student  | Staff Member Involved  | Method Used

Activate Windows  
 Go to Settings to activate Windows.

[Show all](#)

Logging a level 3+ incident will automatically send an email to parents

## Log New Behavioural Incident

<b>Date/time of incident</b>	Mon, 01 Aug 2022, 19:30
<b>Students involved</b>	
<b>Incident summary</b>	

Complete details of the sanction

Actions	
<b>Add/deduct points</b>	-3 Behaviour Points
<b>Assign detention</b>	Select detention type
<b>Detention session</b>	Select session
<b>Assign to staff member</b>	Scott Dainty
<b>Lucy O'Brien Jones</b>	Please select one assignee
<b>Default watchers</b>	Form Tutor

Logging a sanction will then give you the option of automatically sending an email to parents to inform them.

Activate Windows **Cancel** **Log Incident**  
Go to Settings to activate Windows



## Appendix 5: letters to parents about pupil behaviour – templates

## First behaviour letter

Dear parent,

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

Date: \_\_\_\_\_

-----

## Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

\_\_\_\_\_

Parent name:

\_\_\_\_\_

Parent signature:

\_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

**Insert details of how to contact the school to arrange the meeting.**

Yours sincerely,

Class teacher name:

---

Class teacher signature:

---

Date: \_\_\_\_\_

## Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,  
\_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve  
their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational  
needs co-ordinator and myself, to discuss how we can best support your child in improving their  
behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to  
arrange the meeting.

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

Date: \_\_\_\_\_