

# Behaviour policy & Statement of Behaviour Principles



**Harper Bell Seventh-Day Adventist School  
Primary School**

**Last reviewed on:** October 2022

**Next review due by:** March 2024

## Statement

The school's behaviour policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe, and secure and can learn and reach their full potential. The welfare of pupils is paramount.

All pupils and members of staff must demonstrate our school's vision and values in everything that they do.

**Vision: For all pupils to fulfil their God-given talents and aspire to achieve a university education.**

**Values: Love, Learning and Laughter.**

- Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It aims to allow everyone to work together in an effective and considerate way with respect.
- We treat all children fairly and apply this behaviour policy in a consistent way, whilst bearing in mind the needs of individuals.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- The policy also aims to develop pupils learning behaviours so pupils' complete assigned work.
- This behaviour policy applies to pupils at school or taking part in any school organised or school related activity off the school site. The adults in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has great influence on the children. We aim to:
  - Create a positive climate with realistic expectations.
  - Emphasise the importance of being valued as an individual within the group.
  - Promote, through example, honesty, respect, and courtesy.
  - Provide a safe, caring, and effective learning environment.
  - Encourage relationships based on kindness, respect, honesty, tolerance and understanding of the needs of others.
  - Ensure fair treatment for all, regardless of age, gender, race, sexual orientation, ability, and disability
  - Show appreciation of the efforts and contribution of all.
  - Promote citizenship with an understanding of rules, rights, and responsibilities.

Our school rules are taken from the teachings of Christ. The wording of our rules was taken from the Bible. Each of our school rules is broken down into a series of behaviours that we expect all adults and children to demonstrate. The children will be ready, respectful and safe by encompassing these rules.

<b>Try our very best all the time</b>	
Adults will:	Children will:
<ul style="list-style-type: none"> <li>• Never give up on a child.</li> <li>• Listen to children.</li> <li>• Support each child.</li> <li>• Stay calm and never lose their temper.</li> <li>• Never shout at a child.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay focused during lessons.</li> <li>• Always follow instructions.</li> <li>• Put their hands up when asking or answering a question.</li> <li>• Try their best to finish their work.</li> <li>• Stay on Task.</li> </ul>

<b>In everything that you do, treat others as you would have them treat you.</b>	
Adults will:	Children will:
<ul style="list-style-type: none"> <li>• Treat every pupil as if they were their own son or daughter.</li> </ul>	<ul style="list-style-type: none"> <li>• Always use their manners.</li> <li>• Smile at each other.</li> <li>• Praise each other.</li> <li>• Use kind words.</li> <li>• Be gentle and caring.</li> <li>• Help others to improve.</li> </ul>

<b>Forgive and forget.</b>	
Adults will:	Children will:
<ul style="list-style-type: none"> <li>• Treat every day as a fresh start.</li> <li>• Clean all charts before the start of a new day.</li> <li>• Not bring up the past when addressing a current issue.</li> <li>• Understand that children will make mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Apologise if they make a mistake.</li> <li>• Be honest if they make a mistake.</li> <li>• Allow others to share their side of the story.</li> <li>• Shake hands.</li> <li>• Move on from the past.</li> <li>• Not hold a grudge and accept an apology.</li> </ul>

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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 in schools: advice for headteachers and school staff 2022](#)
  - [Searching, screening and confiscation: advice for schools 2022](#)
  - [The Equality Act 2010](#)
  - [Keeping Children Safe in Education](#)
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- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [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

All pupils and members of staff must demonstrate our school's vision and values in everything that they do.

Vision: For all pupils to fulfil their God-given talents and aspire to achieve a university education.

Values: Love, Learning and Laughter.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring, Christian community, whose values are built on mutual trust and respect for all, according to the teachings of the Seventh-day Adventist Church. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live, work, and thrive. It aims to promote an environment where everyone feels ready, respectful, and safe.

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- › Non-completion of classwork or homework.
- › Poor attitude.
- › Incorrect uniform.

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules.
- › Any form of bullying.
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments.
  - Sexual jokes or taunting.
  - Physical behaviour 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
- › 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.
  - E-cigarettes or vapes.
  - 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

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Children are made aware of the issues of bullying and cyber bullying through:

- Activities during anti-bullying week in November and within the curriculum.
- PSHE curriculum.
- Computing curriculum.
- Reading Curriculum.

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, popularity, or numbers—to control or harm others.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

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.

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.

<https://www.harperbellsdaschool.co.uk/policies>

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- 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 body.

- › Giving due consideration to the school's statement of behaviour principles (appendix 1).
- › Approving this policy.
- › Ensuring that the school environment encourages positive behaviour.
- › Ensuring that staff deal effectively with poor behaviour.
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (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 consistent.
- › Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils.
- › Modelling expected behaviour and positive relationships.
- › Providing a personalised approach to the specific behavioural needs of particular pupils.
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log).
- › 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, while continuing to work in partnership with the school.
- › Take part in the life of the school and its culture.



The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle 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 standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.

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-phase arrivals.

## 6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

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

## 7. Responding to behaviour

Restorative Justice Our schools embrace restorative approaches which aim to build the school community and to repair and strengthen relationships within it. These approaches foster an awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process allowing participants to make amends for the harm caused. Restorative approaches acknowledge the intrinsic worth of the person and their potential contribution to the school community. Restorative approaches aim to:

- Improve behaviour and attitudes.
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm.

- Improve relationships; establish rights, accountabilities, and responsibilities to the community.
- Provide a safe philosophical basis for staff pupils and parents to share ideas and discuss issues.

### 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 see our safeguarding policy.

### 7.3 Responding to good behaviour.

These positive strategies will be used consistently by all adults in the school. They are designed to ensure that 'first attention goes to best conduct' and to create clear, simple routines and expectations that make the children feel like valued members of our learning community and are motivated to reach their personal best.

**Meet and greet** Teachers/TAs will create a welcoming environment by greeting the children every morning through a formal meet and greet at the classroom door. This can be a simple 'good morning (name)' to provide a consistent check in and enthusiastic welcome to every child.

**Identify children doing the right thing** Adults will give first attention to best conduct. They will praise children publicly or give them a quiet word of personal praise. Out of this World points If the whole class are noticed for being 'Ready, Respectful and Safe' as a team, they will be awarded an

**'Out of this World' points** by a member of staff who is not working with that class at that time.

**Celebration Assembly** on a Friday, one child is selected by their class teacher to be 'star of the week' and will receive a certificate. Children who consistently go 'over and above' will be invited by a why as a WOW card to have hot chocolate with the Headteacher.

### 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 considered.

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.

Behaviour steps/procedures These steps should be followed consistently and fairly and will usually be followed in the order set out below. There may be occasions, however, where the teacher moves straight to the caution or consequence, depending on the severity of the behaviour Sending the pupil out of the class.

<p><b>STEP 1: Redirection/de-escalation</b></p>	<p>A gentle reminder, a 'nudge' in the right direction, a small act of kindness. Whole class reminder. 'Catch' them making the right choice as soon as you can. Praise, praise, praise. Redirection and de-escalation strategies include:</p> <ul style="list-style-type: none"> <li>● Check the work</li> <li>● Give a direction</li> <li>● Positive repetition</li> <li>● Catch them being good</li> <li>● When... then.../First... then</li> <li>● Partial agreement</li> <li>● Circulating</li> <li>● Proximity praise</li> <li>● Naming</li> <li>● Positive correction</li> <li>● Take up time</li> <li>● Broken record</li> <li>● Validate and redirect</li> <li>● Rule reminders</li> </ul>
<p><b>STEP 2: The reminder</b></p>	<p>A reminder of the expectations of learners to be <b>ready, respectful, safe</b> delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.</p> <p>'Name' remember our school rule is... When you.... That's not..... I need you to.... Thanks. Walk away and give 'take up' time.</p> <p>E.g., 'Name,' remember our school rule is to be respectful. When you tap your pencil while I am talking, that's not respectful. I need you to put the pencil down, thanks' Walk away to give 'take up' time.</p> <p>Repeat the reminder if reasonable adjustments are needed. 'Catch' them making the right choice as soon as you can. Praise, praise, praise.</p> <p><b>Give them 3 reminders that then equate to their first yellow card, 2 yellow cards make a red card.</b></p>
<p><b>STEP 3: The caution</b></p>	<p>A clear verbal caution is delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The</p>

	<p>learner has the choice to do the right thing. Learners will be reminded of their previous good conduct to prove they can make good choices.</p> <p>This is done with a gentle approach, personal, non-threatening, side on, at eye level.</p> <p>Scripted 30 second intervention:</p> <ul style="list-style-type: none"> <li>• 'name I have noticed that you are still...</li> <li>• At Harper Bell, we are always ... (refer to one of the 3 school rules – <b>ready, respectful and safe</b>)</li> <li>• Because of that, you need to...</li> <li>• If you continue to .... The consequence will be...</li> <li>• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</li> <li>• That is who I need to see today.</li> <li>• Thank you for listening... then give the child some 'take up' time. E.g., 'Name' I have noticed that you are still calling out while I am speaking. At Harper Bell we are always respectful. Because of that I need to stop calling out. If you continue to call out, you will have to give back 3/5/10 minutes at playtime. Do you remember in math's when you put your hand up to ask a question? That's who I need to see today. Thanks for listening. Walk away and give 'take up' time.</li> </ul> <p>The amount of 'give back' time is at the adult's discretion. Giving back time may increase in small increments if reasonable adjustments are needed.</p>
<p><b>STEP 4: The consequence</b></p>	<p>If the child continues to make the wrong choice, privately tell them what the consequence will be. <b>Give them 3 reminders that then equate to their first yellow card, 2 yellow cards make a red card.</b></p> <p>'Name', you have continued to ....</p> <p>Now you will have to ...</p>
<p><b>STEP 5: Time outs</b></p>	<p>If the child continues to make the wrong choice after you have given the consequence, time out of class can be given. This can be in a parallel classroom, with a TA or with SLT. This message will be delivered privately to the child, with a gentle approach, in a personal, non-threatening way, side on and at eye level.</p> <p>Parents must be informed; this needs to happen by the end of the day.</p> <p>If the step above is unsuccessful, or if a learner refuses to go take a time out then the child will be asked to leave the room. If appropriate, a member of SLT will escort the learner to a workspace outside the teaching room.</p>
<p><b>STEP 6: Repair/restorative conversation</b></p>	<p>Following the consequence or time out, <b>a restorative conversation must happen with the adult who gave the consequence.</b> This will be done at a time when the child is able to engage in the conversation and not if they are angry, upset or heightened.</p> <p>Choose 2-5 of the following questions, depending on the incident and the age of the child.</p> <ol style="list-style-type: none"> <li>1. <b>What happened?</b> Listen carefully and dispassionately, without interrupting or disagreeing. Then give your account from your perspective, without judgement.</li> <li>2. <b>What were you thinking at the time?</b></li> <li>3. <b>What have you thought since?</b></li> <li>4. <b>How did this make people feel?</b></li> <li>5. <b>Who else has been affected?</b> They may think just them, here you can say</li> </ol>

	<p><b>'What about ??? who was ...'</b> You are teaching them to use their conscience. You might end with 'That's quite a lot of people who have been affected, isn't it.'</p> <p>6. How have they been affected?</p> <p>7. <b>What should we do to put things right?</b> This doesn't have to be an apology, especially if it isn't going to be sincere.</p> <p>8. <b>How can you do things differently in the future?</b></p> <p><b>Complete a reflection sheet, which is copied and sent home to the parent/adult.</b></p>
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A member of SLT may be called if needed. If possible, the teacher should discreetly send a message, or discreetly send a child to SLT. A member of SLT may be called if:

- The learner refuses to engage with the above process.
- The behaviour is a serious breach of the school rules or values e.g., violence/dangerous behaviour/discriminatory language or behaviour Once the child is ready to discuss the incident, it is vital that the member of staff who first dealt with the incident carries out the restorative conversation. A member of the Senior Leadership team will provide support/cover to facilitate this.

**Consequences**

We aim to be positive in our behaviour management, praising good behaviour and encouraging children to behave sensibly. At times a pupil's behaviour may fall short of the Harper Bell Seventh-Day Adventist Primary School's expectations, and it needs to be corrected swiftly. A simple reminder and expression of disapproval is often adequate in correcting a child's behaviour. At other times, a consequence may be necessary to encourage pupils to recognise that their behaviour has consequences.

The use of consequences should be characterised by certain features:

- A consequence involves the adult and pupil involved; staff should avoid bringing public attention to a reprimand or sanction
- It should be the behaviour rather than the person that is sanctioned.
- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Group consequences are avoided
- There should be a clear distinction between minor and serious breaches of discipline
- Children are given the opportunity to reflect on their behaviour through a restorative conversation. It is important that warnings and consequences are administered fairly and consistently. The behaviour chart below highlights which behaviours are considered minor, concerning, and serious breaches of discipline, and the consequences of each. It is implemented consistently by all staff members.

<p><b><u>Give back time.</u></b></p> <p>This can happen at play or lunch time. The amount of time given back is at the adult's discretion and will depend on how serious the behaviour is.</p> <p>This will usually happen in class with the teacher but can happen with SLT.</p>	<p><b><u>Minor breaches of discipline include, but are not limited to:</u></b></p> <ul style="list-style-type: none"> <li>• Shouting out (disrespectful and unsafe)</li> <li>• Not listening (not ready and disrespectful)</li> <li>• Not following routines (unsafe and not ready)</li> <li>• Not carrying out the work during the lesson (not ready)</li> <li>• Attempts to distract others (not ready and disrespectful)</li> <li>• Being noisy in the corridor (not ready and disrespectful)</li> <li>• Talking during lessons (not ready and disrespectful)</li> </ul>
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<p>This time can be used to complete missed learning, tidy up any mess they have made, etc.</p> <p>If children 'give back' time 3 or more times in one week, parents will be called.</p> <p>The behaviour must be logged on Arbor</p>	<ul style="list-style-type: none"> <li>● Talking at the end of play and lunch or during assembly</li> </ul> <p><b><u>Concerning breaches of discipline include, but are not limited to:</u></b></p> <ul style="list-style-type: none"> <li>● Not following instructions first time (unsafe)</li> <li>● Turning away when being spoken to (disrespectful and unsafe)</li> <li>● Use of bad language (disrespectful)</li> <li>● Gossip about peers/adults (disrespectful)</li> <li>● Provoking peers (disrespectful)</li> <li>● Sneering, staring when being spoken to (disrespectful)</li> <li>● Answering adults back (disrespectful and unsafe)</li> <li>● Ill treatment of equipment (disrespectful and unsafe)</li> </ul>
<p><b><u>Time out</u></b></p> <p>A short time away from the classroom with another class, TA, SLT. Parents must be informed.</p> <p>The behaviour must be logged on Arbor</p>	
<p><b><u>Internal suspension</u></b></p> <p>This can be half a day or a full day and will be decided in consultation with the Headteacher.</p> <p>Parents must be informed</p>	<p><b><u>Serious breaches of discipline include, but are not limited to:</u></b></p> <ul style="list-style-type: none"> <li>● Persistent refusal to follow instructions to correct behaviour (unsafe)</li> <li>● Persistent defiance and answering back (unsafe)</li> <li>● Verbal abuse or physical assault resulting in a mark. (punching, slapping, hitting, biting, kicking) (disrespectful and unsafe)</li> <li>● Threatening or aggressive behaviour (including spitting and shouting) (disrespectful and unsafe)</li> <li>● Bullying, verbal/physical or cyber-bullying (disrespectful)</li> <li>● Theft (disrespectful)</li> <li>● Deliberate vandalism to school property (disrespectful and unsafe)</li> <li>● Possession of prohibited substances on site (including dangerous weapons)</li> <li>● Discrimination including racist, sexist, homophobic or transphobic abuse (disrespectful)</li> <li>● Leaving the building without permission (unsafe)</li> <li>● Sexual abuse or assault (disrespectful, unsafe)</li> </ul>
<p><b><u>Suspension</u></b></p> <p>A suspension will be for the shortest time necessary and will usually be imposed when the school has offered and implemented a range of support and management strategies. However, there will be exceptional circumstances where it is appropriate to suspend for a first or 'one off' offence.</p> <p>Parents must be informed.</p>	
<p><b><u>Exclusion</u></b></p> <p>A decision to permanently exclude is a serious one and will usually be the final step if the school has tried a range of consequences and other strategies to</p>	

<p>improve behaviour that is consistently falling below what is expected. However, there will be exceptional circumstances where it is appropriate to exclude for a first or 'one off' offence.</p> <p>Parents must be informed</p>	
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## 7.5 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/carers (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.

## 7.6 Confiscation and searching.

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

### 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/carers, 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 make sure 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 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.

An 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, desk, or locker.

‘Outer clothing’ includes:

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

### **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/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

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.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupils involved and should always advocate for pupil wellbeing.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them if they would like to come into school to act as the pupil's appropriate adult. If the

school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### **Who will be present?**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlements, and welfare of the pupil.
- › Not be a police officer or otherwise associated with the police.
- › Not be the headteacher.
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 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).

## **7.8 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.

## **7.9 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, the Headteacher/DSL/DDSL 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.

## **7.10 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

[POLICIES | hbsda \(harperbellsdaschool.co.uk\)](https://www.harperbellsdaschool.co.uk/policies)

## 7.11 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 and allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Serious sanctions

### 8.1 Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information [POLICIES | hbsda \(harperbellsdaschool.co.uk\)](https://www.harperbellsdaschool.co.uk/policies)

## 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 any substantial disadvantage to a disabled pupil being 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 consider the specific circumstances and requirements of the pupil concerned.

Removal may be but is not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long periods.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit insight 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 (Sensory zones or nurture room) 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 consider:

- › Was the pupil unable to understand the rule or instruction?
- › Was the pupil unable to act differently at the time as a result of their SEND?
- › Is the pupil 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/carers 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 matter. 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 the pupil to understand how to improve their behaviour and meet the expectations of the school.

Reintegration following a pupil's removal from classroom could look like, but not limited to.

- Reintegration meetings.

- Daily contact with the pastoral lead/DSL/DDSL
- A report card with personalised 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 relating 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 proper use of restraint.
- › The needs of the pupils at the school.
- › How SEND and mental health needs can impact behaviour.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour.

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom.
- › Attendance, permanent exclusions, and suspensions.
- › Use of pupil support units, off-site directions, and managed moves.
- › Incidents of searching and confiscation.
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every half term by a member of SLT/DSL/DDSL.

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 them.

## 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body 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 governing body annually.

## 14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy.
- Child protection and safeguarding policy.
- Physical restraint policy.
- Safeguarding policy.

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## 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 the handling of 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 body annually.



**Appendix 2: staff training log**

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

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### Appendix 3: behaviour log

<b>PUPIL'S NAME:</b>	
<b>PUPIL'S KNOWN PROTECTED CHARACTERISTICS:</b>	[gender, age, year group, race, disability, religion or belief,
<b>NAME OF STAFF MEMBER REPORTING THE INCIDENT:</b>	
<b>DATE:</b>	
<b>WHERE DID THE INCIDENT TAKE PLACE?</b>	
<b>WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)</b>	
<b>WHAT HAPPENED?</b>	
<b>WHO WAS INVOLVED?</b>	
<b>WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?</b>	
<b>IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS</b>	
<b>PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):</b>	

## Appendix 4: letters to parents/carers about pupil behaviour – templates

### First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

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

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### Behaviour letter – return slip

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

Name of child: \_\_\_\_\_

Parent/carer name: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_

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

## Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

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: \_\_\_\_\_

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### Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[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: \_\_\_\_\_