



Ombersley Endowed First School and Pre-School

Behaviour policy and Statement of Behaviour Principles

Approved by: Full Governing Body

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1. Key Skills, Commitments and Values

1.1 At Ombersley Endowed First School we aim to give our pupils the best start in life. We want them to be happy, independent learners, motivated by their natural curiosity of the world. We will know when we have achieved our aim because our children will have developed the five key skills for life:

• Problem solving • Teamwork • Self-management (initiative, organisation, accountability) • Self-belief (confidence, resilience, positive attitude) • Communication

1.2 We believe that our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen we work together with all members of the school community, children, staff, parents/carers and governors to promote:

‘Treat others as you would wish them to treat you!’

1.3 The teaching of these commitments underpin the day to day values we promote:

**• We show respect and have empathy • We are compassionate, forgiving and tolerant
• We are resilient and persevere • We are patient and kind • We are developing independence and responsibility • We have aspiration**

1.4 Expectations: We understand that our pupils’ happiness requires the presence of positive relationships. Through reinforcing the five key skills for life and promoting our commitments we feel that the rules for exhibiting positive behaviour fall into two main categories:

**** We treat others as we wish to be treated * We respect others***

1.5 We believe: Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils’ relationships with peers must be built upon respect, trust, friendship and tolerance for each other’s wishes.

* At Ombersley Endowed First School we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than criticism.

* Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school.

* Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home.

* At Ombersley Endowed First School we aim to have a positive caring ethos and provide challenging well planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

2. Behaviour management

2.1. Classroom management

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

They will:

- Display the School Rules and their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning
- 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
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Don't leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.

3. British Values

3.1 Additionally, our aim to provide a curriculum where the skills to be a responsible citizen are developed so that each pupil has a skill set which enables them to flourish as an adult and achieve and appreciate the goals that they set for themselves.

3.2 Moral Development: Distinguish between right and wrong / English law / consequences of behaviour, actions / offer reasoned views and appreciate views of others.

3.3 Social Development: Social skills when working with others, resolve conflict / British values.

3.4 Cultural Development: Appreciate cultures of others relevant to their setting, own community, understand range of cultures that make up modern Britain / Britain's democracy / artistic, musical, sporting, cultural participation/ interest in and respect and tolerance for faiths, cultures, locally and globally.

3.5 Citizenship: Development Developing confidence and responsibility and making the most of their abilities/ Developing a healthier and safer lifestyle/Developing a good relationship and respecting the differences between people/ Preparing to play an active role as citizens.

4. School Rules

4.1 Our school has a number of rules which are phrased positively, but 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- ❖ We always work and play together without hurting others;
- ❖ We help and treat other people in the way in which we want to be treated;
- ❖ We always walk quietly around the school;
- ❖ We look after our school and all the equipment in it;
- ❖ We do as we are asked the first time.

5. Pupil code of conduct

5.1 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

6. Our approach to positive behaviour.

6.1 Praise: We regularly praise the children for display demonstrating our behaviour commitments and values and for following our five main rules. We use verbal praise and silent gestures such as a smile, thumbs up or a nod.

6.2 Class Dojo: Throughout the school children will be encouraged to achieve Dojo points. Dojo points are awarded for children who work hard, behave well, are polite and follow our behaviour commitments and values. Points are recorded in 2 ways, both as whole class and individual points. The child with the most points will be awarded the class champion at the end of term. Pupils earn points towards a whole class treat or an individual end of term prize.

6.3 Celebration Assembly: Every Friday children meet to celebrate their hard work and good behaviour is celebrated. Children receive a merit certificate for good work. In addition, children who are displaying positive behaviour and portraying good examples of following the behaviour commitments and values will receive a certificate for their outstanding behaviour. During this assembly children are also encouraged to bring in any awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated. Excellent attendance is also celebrated during this assembly with the award of OTTO Bear for the week.

6.4 Other rewards: We have a further range of reward systems for achievement and good behaviour which include immediate reward and praise, stickers and stamps, house points and headteacher's certificates. Children may also be sent to the headteacher's office to receive a special sticker, stamp or certificate.

7. Our approach to negative behaviour

7.1 Layers of sanctions

The majority of our children are well behaved but we must address any negative behaviour issues that occur. Children must be made aware that their behaviour choices may have consequences. There will be rewards for good behaviour but equally there has to be sanctions for poor behaviour that is deemed just as consistent. There is parental involvement at every stage.

1. Class Sanctions: Warnings given and recorded on class list. 3 warnings in a day results in Time Out at Breaktime and a behaviour slip sent home.
2. Interventions including: * behaviour chart, meeting with parents, internal exclusion, behaviour plan
3. Boxall Profile, Risk Assessment, Team Teach Plan, ABBC chart, Behaviour Plan
4. External Intervention: eg: Early Help, Behaviour Support Team, Educational Psychologist, CAMHS
5. PSP, fixed term exclusion
6. Reintegration to school, PRU Placement, alternative provision
7. Permanent exclusion

7.2 Each Stage:

Each stage of the flow chart explained:

- **Class sanctions:** Time outs/internal isolation: At certain times it may necessary to give a child time out from your classroom. Being sent out is not always a punishment but may provide some 'cooling down time'. Children should be sent to an agreed partner class where they will reflect upon their behaviour. For more serious incidents children may need to be sent to or in extreme cases be removed by a senior leader to have immediate time

out or to miss break time. A child should always be escorted by an adult or responsible child. Parents are informed if their child is isolated in Time Out via a parent slip.

- **Early Help:** SLT will monitor pupil behaviour. It may be deemed necessary to meet with parents to discuss a child's ongoing behavior issues. A referral to Early Help may be made at this stage with parents' permission, to support the family and explore outreach services.
- **Assessments:** At this stage the following assessments may take place:
 - Boxall profile*—pinpoints specific learning and developmental needs that need targeting.
 - ABBC Chart* – Records antecedent, behaviour and consequence
 - Behaviour Plan*—These plans are designed to support and promote positive self management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the Behaviour Lead/ Class Teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership.
 - Risk assessment* - We put a risk assessment in place when a child has put their own or other children's safety at risk. This outlines the risk factors, preventative strategies and a plan of action to deal with them if they were to occur during the school day.
- **Special Educational Needs (SEND)** record—Children with serious or repeated behaviour difficulties may need to have an IEP in accordance with the special Needs Code of Practice and be logged onto the school SEND record system. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) through our school nurse. It is at this point that if we deem necessary a referral to Children's Services may be made.
- **Team Teach**— Staff are trained in positive handling (Team Teach) and on the rare occasion a child puts themselves or others at risk of harm, then these strategies may be used. This option is always discussed with the parents after the event and referred to on the IEP and risk assessment as a strategy to be used if a child puts themselves or others at risk frequently.

7.3 Further Provision

If a child is not following the commitments, values and school rules repeatedly then a further Behaviour and Risk Assessment is put into place. If the child is safe to stay in school but continues to display unacceptable behaviours then the following are put in place:

- **Pastoral Support Plan (PSP):** Reduced timetable—If a child reached this stage then we would hold a multi—agency meeting to formulate a plan of support to prevent the possibility of fixed term exclusions from happening. A reduced timetable may need to be put into place to ensure that the child's needs are being met safely in school. A PSP may also be necessary if a child has a period of lunchtime exclusions. If at any point the child displays behaviour which is deemed unsafe to themselves or others then this will be dealt with on a case by case basis.
- **Alternative Provision PRU:** The PRU is an Alternative Provision for children who have severe behavioural, social and emotional needs and who are persistently distracting the learning of other children in the whole class environment and are at risk of exclusion. The aim of the PRU intervention, is to enable the children to have a six week placement of half day attendance. We always aim to integrate the children back into their class after the 6 weeks.
- **Exclusion:** In serious cases, where a child breaches the Behaviour Policy and is deemed unsafe to be in school the following sanctions may be necessary:
- **Lunchtime exclusion:** If a child is persistently disruptive at lunchtime, we may need to exclude them for the lunchtime period. During this time they will be required to be picked up by their parent / carer and returned to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe of jeopardising the safety of others.

- **Fixed term exclusion:** At times it may be necessary to exclude a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
- **Permanent exclusion:** This would only occur when all interventions for support have been exhausted and staff believe that Ombersley Endowed First School is unable to further meet the pupil's needs.

8. Playtime and Lunchtimes

8.1 Our commitments, rules and values apply at all times of the school day, including lunchtime and playtime. However, there are additional rules in place so that all our pupils can be safe and happy:

- Stop and stand still once the first bell is rung
- On the second bell, line up quietly and safely
- If the children do not respond to the bell and are not behaving in a safe manner they may be asked to practice lining up safely during the following playtime.
- Stand in line safely, no pushing or overtaking
- Speak quietly in the Hall at dinnertime
- Walk quietly down corridors
- No playing in the toilets
- If children require "time out" at lunchtime they will be told to sit in the Library for a specified amount of time, or until they are ready to behave appropriately.

8.2 Sanctions at lunchtime

1. Follow the school sanctions

2. If a child continues then Head teacher/Behaviour Lead will speak to the parents and the child will be asked to be off the premises at lunchtime for a specified period (refer to Pastoral Support Plan). The length of which will be determined at the discretion of the Head in relation to the incident and reviewed fortnightly.

9. Involving Parents/Carers

9.1 When parents are approached it should be to seek their help and support & inform them of any incidents which may cause their child to become distressed or anxious. Involving parents will, in most cases, follow these steps:

9.2 An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.

9.3 The parents are asked to come in for a formal meeting with the class teacher or member of the senior leadership team. To set up positive links, adults in school are encouraged to keep parents/carers informed when their child has behaved well. This can be done verbally as well as by giving certificates.

10. Incidents of Bullying and/or other intolerances.

Our school works hard to promote the celebration of diversity and equal opportunities and support children to stand up against bullying and any forms of intolerance through our Golden Rule. "*Treat others as you would wish them to treat you.*" Its intention is to cut through all forms of prejudice, to confront bullying, to support human rights and to celebrate what makes us different from each other. We take any incidents of bullying and intolerance very seriously and encourage children and parents to always let teachers know of any incidents so we can take action against it. The '5 Step Anti-Bullying Guide', is displayed in every classroom and is also available from the school office.

11. Further Information

- **Behaviour Logs:** A robust system called CPOMS, is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.
- **Serious incidents:** On the rare occasion that a situation becomes unmanageable in the classroom, the red card alerts all members of staff and those in a position to respond acknowledge this and do so immediately.
- **Illegal substances:** within school Please refer to the Drugs and Alcohol Policy
- **Internet Safety:** Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our Online Safety Policy.

12. Pupil support

- 12.1 The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- 12.2 The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 12.3 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.
- 12.4 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.
- 12.5 The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Safeguarding

- 13 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.

Additional Strategies to support inclusion

It is important that within our school community both adults and children value their own as well as others individuality, to ensure, our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the Behaviour Lead will ensure that individual behaviour risk assessments are in place. We want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Stating clearly what is right and wrong.
- Explaining what is acceptable and unacceptable behaviour.
- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents / carers at home.

Interventions/ outside agencies used to support behaviour management:

- Outreach support from specialist provisions such as PRU Outreach
- Observing pupils and advising on new strategies
- ABC Behaviour Plan
- Behaviour Risk Assessment
- Boxall Profile

- SEND referral
- Educational Psychologist/ Occupational Health/ Speech and Language assessments
- Reduced Timetable
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for Teaching Assistants and Lunchtime Staff on managing behaviour
- Delivering training on Behaviour Management
- TEAM-TEACH—Positive Handling Strategies
- Early Help Assessment/ Children's Services

Statement of Behaviour Principles

The Governing Body Ombersley Endowed First School, have adopted the following behaviour principles as part of their duty to eliminate discrimination and safeguard and promote children's welfare:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
 - All pupils, staff and visitors are free from any form of discrimination
 - Staff and volunteers set an excellent example to pupils at all times
 - Rewards, sanctions are used consistently by staff, in line with the behaviour policy
 - Positive handling is used by staff who are Team Teach trained if deemed reasonable, proportionate and necessary, in line with Team Teach guidance and the Behaviour and Positive Handling policies.
 - The behaviour policy is understood by pupils and staff
 - The exclusions process explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
 - Pupils are helped to take responsibility for their actions
 - Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- * The governing body 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.

Aims

This policy aims to:

- 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
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)

- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Bullying (see also Bullying Policy)

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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy.

Roles and responsibilities

The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed on a fortnightly basis with SLT, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

Parents

Parents are expected to:

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

Zero-tolerance approach to sexual harassment and sexual violence (see also Safeguarding Policy)

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

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

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

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

Monitoring arrangements

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 log (as per section 5). At each review, the policy will be approved by the FGB.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Board annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying
- Online Safety

Appendix 1:

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in 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:

Staff Training Log

[illegible]

Appendix 3: Behaviour Log

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

Appendix 4: 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 pupil code of conduct, and 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 pupil code of conduct.

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: _____

