



Behaviour Policy

Behaviour Policy and Statement of Behaviour Principles

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Next Review Due: July 2025

Policy Links:

- **Exclusions policy**
- **Child protection and safeguarding policy**
- **Physical restraint policy**

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Our Vision

We are a happy and inclusive community school where everyone is supported and challenged to achieve. Our children leave us as kind, curious and confident young people who love learning and care about the world around them. Our vision is underpinned by four pillars:

- ***Belong - we are a kind and welcoming community where everyone is valued and accepted***
- ***Explore - we are curious and imaginative and live in a world of possibilities. We try new things and learn from each other***
- ***Grow – we have a love of learning. We grow in confidence and self-belief as individuals and as a school community***
- ***Achieve – we do the best that we can and always aspire to do better***

At The Winns, the happiness and wellbeing of our children underpins everything we do. If we want children to love learning, feel confident as learners and reach their potential, we must first establish an environment where all children feel safe and happy, are listened to and respected and feel a sense of belonging. Our behaviour policy is fundamental to ensuring that we are able to promote a positive, safe environment that enables our children to thrive and to learn.

Our policy is influenced heavily by the UNICEF Rights of a Child and our school values. We are committed to ensuring that every child and every member of staff has:

- A right to learn and to teach
- A right to feel safe
- A right to be treated with dignity and respect.

Aims

Our policy aims to:

- Create a positive culture that promotes high standards of pupils' conduct and behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Support children to develop behaviours that are positive, respectful and empathetic
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations for positive behaviour and consequences for misbehaviour
- Provide a consistent approach to behaviour management that is understood by all
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Written statement of behaviour principles from the school governors

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour. This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body) and the Equality Act 2010.

The purpose of this statement is to provide guidance for the headteacher in drawing up the behaviour policy. They reflect the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters. Staff should be confident that they have the governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the Behaviour Policies at The Winns Primary School, though they must take account of these principles when formulating this.

Our behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination, harassment or victimisation. Violence or threatening behaviour will not be tolerated.
- Bullying of any description is unacceptable, including bullying that occurs outside normal school hours
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

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

This written statement and the policies that influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [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

Definitions

Misbehaviour is defined as:

- Disruption in lessons, at break and lunchtimes and when moving around the school
- Poor attitude to others
- Not engaging in lessons and choosing not to complete work

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
 - Continuous disruption in school
 - Any form of bullying or sexual harassment, including online bullying
 - Vandalism
 - Theft
 - Fighting
 - Racist, sexist, homophobic or discriminatory behaviour
 - Sexual Harassment, including: sexual comments, sexual jokes or taunting, physical behaviour, ie interfering with clothing or online sexual harassment.
- Possession of any prohibited/banned items (see Appendix for list)

Promoting positive behaviour

We have three simple rules or standards for promoting positive behaviour:

- > **we are kind**
- > **we are respectful**
- > **we are safe.**

Our three simple standards for behaviour are easy to understand, easy to remember and easy to communicate. They also align with our school vision and values.

Alongside our three standards for behaviour we also have a number of principles that we follow.

- All adults model respectful and positive behaviour in their interactions with pupils.
- We build positive relationships with pupils and know them as individuals – this helps us to recognise triggers and intervene early if support is needed
- We teach children the skills they need to relate positively and empathetically towards others
- We celebrate success, recognising children who are making the right choices and demonstrating our school values. Positive behaviour is recognised sincerely and consistently.
- We focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.
- We take a restorative and reflective approach when children misbehave, helping them to understand the impact their actions have on others
- Behaviour expectations are clear and rewards and sanctions are applied consistently and fairly – children understand what acceptable and unacceptable behaviour looks like
- We actively teach children about the Rights of a Child and use the language of rights when talking about behaviour
- We engage with professionals outside school to seek support for children who may have additional needs
- We work in partnership with families to support children who may need additional support to follow our behaviour policy

Rewarding positive behaviours

We aim to teach pupils the value of intrinsic (internal) reward, but realise that this is a gradual process. We recognise that children have different preferences for receiving positive feedback and use a range of approaches. We try to ensure that rewards are given for effort, hard work and positive behaviours which promote our school values.

We recognise positive behaviours in a number of ways, including:

- > Giving explicit verbal praise for displaying school values – recognising when children are making the right choices or demonstrating our school values. This is done publicly and privately.
- > Awarding certificates to children in Celebration Assembly for hard work, effort and for demonstrating our school values
- > Sending home Marvellous Me messages
- > Whole class rewards that encourage team work and collaboration
- > Sending children to senior leaders for special recognition
- > Hot Chocolate award with a senior leader
- > Recognition of kind acts in Kindness Assembly
- > Golden time

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within their class and when moving around the school.

In class we:

- Create and maintain a positive learning environment that encourages pupils to be engaged
- Work together to create a classroom charter that is based on school rules and values and is understood and agreed by all
- Develop positive relationship with pupils, getting to know them as individuals
- Establish clear routines
- Communicate clear expectations of behaviour, using rights respecting language
- Use positive reinforcement and positive language

We are mindful of the language we use when talking to children – we use positive language, we do not use sarcasm or humiliation and avoid shouting at children. We are also aware of our body language, avoiding body language that could be perceived to be intimidating or overpowering by children.

Classroom Charter

At the start of the year, each class creates a class charter, drawing on school rules and the Rights of a Child. Children agree together what these will look like in 'action' and sign a charter to show they are committed to following their class charter. Agreeing the charter together helps children to understand that they have a right to learn but also have shared responsibilities to each other. Staff refer to the class charter throughout the year and use it to reinforce expected standards of behaviour.

Good to be Green – Class Charts

Every class from Y1 has a Stay on Green chart. The chart is used as a visual reminder to all children to demonstrate appropriate learning behaviours in class and is used mostly as a positive tool to reinforce positive behaviour choices. Children start every day on Green (a fresh start) and teachers promote a culture in class where children are recognised for making the right choices and supported to fix poor choices.

Zones of Regulation

Children are taught about zones of regulation from Early Years and children are taught to recognise how they are feeling. Emotional literacy is taught from the start and children are given the language they need to describe their feelings. They are taught strategies they can use to regulate themselves and have a space within their class where they can have some time out to reflect and re-set if needed.

Mindfulness

Staff use mindfulness techniques to create a calm, safe space for learning. They are trained to recognise signs that a child might be experiencing sensory overload or might need support with regulation from an adult.

Responding to misbehaviour

We recognise the vital importance of positive behaviour for learning to allow all children to achieve. 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.

All pupils will be treated equitably under the policy, with any factors that contributed to the incident identified and considered. When giving consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Personal circumstances of the pupil will be considered when choosing consequences, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Consequences (or sanctions) should always be applied compassionately and in a fair and consistent way.

In class, staff reinforce a stepped approach to sanctions, always giving children reminders first to make the right choice. We avoid 'over-punishment' and try to ensure that consequences are helpful. When we are talking to a child about negative behaviour, we are always clear that it is the behaviour they displayed that is negative and not the child.

Stepped sanctions

When children are demonstrating behaviour that is impacting on learning, teachers take a stepped approach as follows:

1. If a child is not demonstrating the expected behaviour for learning, the teacher will first remind the child about the expected behaviour. This reminder is done quietly with minimum interaction, eg the child might be called quietly by name, eye contact given and a reminder given.... Darren, I need to see you looking this way. Thank you.
2. If the child continues to display the inappropriate behaviour, the teacher issues a second verbal reminder – Darren, this is your second reminder. Eyes this way. Thank you
3. If a follow up reminder is required, the teacher places a '**Stop and Think**' card on the child's name on the Stay on Green chart as a visual reminder that this is the last reminder they will receive. The required behaviour is made explicit. If children make the right choice and 'fix their behaviour' they move back to **Green**.
4. If the child continues to demonstrate unacceptable behaviour then a '**Consequence**' card will be issued and they will be required to stay behind at breaktime for a conversation about their behaviour. These conversations are restorative in nature, are quick and generally focus on helping the child to understand the impact they were having on learning in the class. The sanction is immediate but not overly punitive.
5. If the child continues to demonstrate the undesired behaviour after speaking to their teacher, they will be asked to complete their work in another class (time out) for a short period of time (up to 15 minutes) and will be issued with a sanction. This will involve missing their break time and meeting with the teacher and senior leader together to discuss the incident, complete a reflection sheet and identify ways to ensure it doesn't happen again. Conversations are restorative, with a focus on 'fixing the problem' and supporting the child to understand why their actions are not acceptable.
6. Parents/carers will be informed if a child has to complete work in another class on two occasions in one week. These incidents are also logged on CPOMs under the behaviour category.

In some circumstances, teachers will not be able to follow a stepped approach. If a child is displaying behaviour that is dangerous or threatening, a red card will be issued immediately and support sought from a senior leader (see below for serious misbehaviour).

Reflective Conversations

A sanction will always include time for a reflective conversation with a member of staff. We recognise that pupils will make mistakes with their behaviour just as they do with their learning and need an opportunity to reflect on their mistakes and put them right.

Our approach to reflective conversations draws on **restorative justice** principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However, we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong.

Reflective and restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

When we hold reflective conversations with pupils, we use a set of key questions that help them to think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Serious misbehaviour

Implementation of this behaviour policy relies on a positive approach to behaviour management. We understand that children will make mistakes and will sometimes need support to follow school rules. We also understand that some children who are neurodivergent or have SEND will need tailored support. However, there will be occasions when children exhibit behaviours or involve themselves in situations that are not acceptable.

The following behaviours will never be tolerated and will be treated very seriously, will always involve engagement with parents and carers and will always have serious consequences, up to and including fixed term and permanent exclusion. These include:

- Any assault or abuse that causes humiliation, pain, fear or intimidation, including online
- Threatening/bullying behaviour towards staff or children
- Racist, sexist, homophobic or discriminatory behaviour or harassment
- Possession of any prohibited items, including knives or weapons, matches and lighters, stolen items, 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
- Theft
- Repeatedly disrupting the learning of others
- Deliberately damaging school property.

Where one of the above occur one or more of the following sanctions will apply (depending on the severity of the behaviour displayed):

- Involvement of a senior leader
- Meeting with parents/carers
- Removal from the classroom for a period of time (*not the same as Time Out*)
- Agreeing a behaviour contract
- Where appropriate, involvement of external agencies.
- Exclusion –fixed term or permanent exclusion

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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
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)

All children have the right to feel safe in school and any concerns regarding bullying will be treated very seriously.

We take the following steps to prevent bullying from happening:

- We make sure that children know what bullying is, know how to report it and understand the impact that bullying can have on others
- We make sure that all children know that bullying will not be tolerated in school and reinforce this message using *rights respecting* language – *all children have the right to feel safe*.
- We fully investigate any allegations of bullying (including online bullying) and take all concerns very seriously
- We are vigilant in and around school for signs of bullying, particularly in the playground
- We train staff to look out for signs of bullying and ensure that we have a robust curriculum that teaches children about bullying
- We encourage children to share any worries with us and provide them with different ways to report concerns.

Where incidents of bullying do occur (including online bullying), these are treated very seriously and sanctions are applied. Depending on the seriousness of the incident, sanctions may include a fixed term exclusion and in the most serious cases, a permanent exclusion from school. All incidents of bullying are recorded and parents are informed. Support is given to the child who has been bullied. This support may include support from a learning mentor, regular 'check-ins' with the child and ongoing reassurance and support from school.

We also recognise that a child who has bullied others will also require ongoing support to help them to understand the impact their actions had on others and to prevent bullying from occurring again.

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).

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.

Suspension and Permanent Exclusion

Amongst other disciplinary sanctions, the school recognises that suspension or permanent exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's behaviour policy. Excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education of others; in all cases, excluding pupils should only be used as a last resort.

School staff and governors always have full regard to the latest **DfE Exclusions Guidance** and related documentation when dealing with any exclusion matters

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

Supporting Pupils Following a Sanction, Suspension or Permanent Exclusion

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. If a child has been excluded from class for a period of time, support will be given via the SEN team or pastoral support team. A phase leader will monitor the child's reintegration back into class.

If a child has been issued with a suspension, a reintegration meeting on return to school will outline how the child will be supported to return to school. Personalised behaviour goals will be set and daily contact with a senior leader will be established for a period of time.

Occasionally, support may come from outside the school. Children may be asked to attend an alternative provision for a period of time, e.g. a pupil support unit.

Supporting children with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). We also recognise that children who are neurodivergent or have autism may require support to help them to regulate their emotions.

Our behaviour system is not rigid and will be adjusted to meet the needs of children with SEND. Our staff know their children well and at times will need to adapt the approach they use to meet the complex and varying needs of individual children in their class.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND need. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

The school will take its legal duties into account when making decisions about enforcing the behaviour policy for children with SEND. 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. These preventative measures may include (where appropriate):

- Short, planned movement breaks
- Use of visuals
- Use of separation spaces where pupils can regulate their emotions if experiencing sensory overload
- Providing a calm space at breaktime
- Use of zones of regulation and mindfulness techniques
- Support from an adult

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND

If the answer to any of these is 'yes', the school will consider whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Safeguarding

We recognise that changes in behaviour may be an indicator that a pupil needs help or protection.

We will always 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.

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 contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

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

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.

Training

Our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- How SEND and mental health needs can impact behaviour
- Positive behaviour management

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

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
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via annual parent and staff survey)

The data will be analysed every term by the curriculum committee. 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.



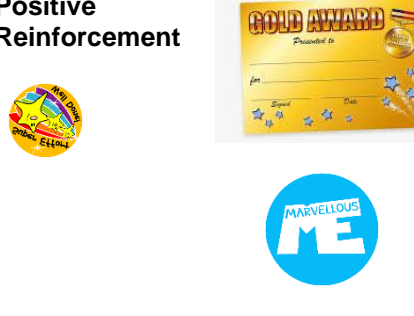
This behaviour policy will be reviewed by the Headteacher and Curriculum Committee annually. At each review, the policy will be approved by the headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Curriculum Committee annually.

Links with other policies

This behaviour policy is linked to the following policies

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

Appendix 1: Guide for managing behaviour positively at The Winns

<p>Stay on Green</p> 	<p>Stay on Green is used in every classroom to encourage positive choices. Every child starts every day on green.</p> <p>Children are always given a verbal reminder and a chance to fix poor choices. If those poor choices continue a teacher will issue a 'Stop and Think' card. This will give a child a more visual reminder of the desired behaviour required.</p> <p>If the child continues to make poor choices, then the teacher will issue a 'Consequence' card. This means that a follow-up conversation will take place, often at break time or lunchtime to address poor behaviour and to avoid a repeat in subsequent lessons.</p>
<p>Support</p> 	<p>We teach zones of regulation to help children to understand and identify emotions in themselves and others and support self-regulation</p> <p>We teach mindfulness techniques to help children to sustain focus, manage difficult situations and feel calm and ready to make positive choices</p> <p>All adults are approachable and listen, offering personalised support and making links to other services if needed</p>
<p>Positive Reinforcement</p> 	<p>Adults reinforce positive behaviours by making links to rights, our school values and expectations for behaviour. This reinforcement takes the following forms:</p> <ul style="list-style-type: none"> Precise, genuine verbal praise Marvellous Me badges sent home to celebrate success Weekly whole school celebration assemblies Positive phone calls home Showcasing learning to SLT

Stepped Sanctions



1. Verbal reminder and fixing time
2. Verbal and visual reminder on Stay on Green chart
3. Reflection time with teacher at playtime
4. Short Time Out session in another class (up to 15 minutes)
5. Involvement of senior leader – reflection time at break time
6. Contact with parents and carers
7. Behaviour support plan (for repeated incidents or for children requiring additional support)
8. Engagement with external agencies
9. Removal from class for a fixed period of time
10. Fixed/permanent exclusion

Appendix 2: Searching and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance. Please refer to the latest Department for Education (DfE) advice for schools for detailed information:

[Searching, Screening and Confiscation Advice for schools 2022](#)

Appendix 3: 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,

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 as soon as possible so we can discuss a way forward. [Insert details of how to contact the school to arrange the meeting.]

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]

Appendix 4: Behaviour Management in Our Class

We need to work together to make sure our school is a great place to learn and that we are safe and happy while we are here. We should always make sure:

- > **we are kind**
- > **we are respectful**
- > **we are safe**

Sometimes, when we find it difficult to follow these simple rules our teacher will have to use the following steps to help us make better choices:

Steps to help me  make the right choices

1. Verbal reminder and fixing time
2. **'Stop and Think Card'** card will be issued as a reminder to make the right choices.
3. If I make the right choices = **'Stop and Think Card'** will be removed. This means I am back on track.
4. Continue to make the wrong choices = **'Consequence'** card.
5. I will have a period of reflection time with my teacher at playtime or lunchtime to fix my behaviour.
6. Continuing to make poor choices = **Short Time Out** session in another class (up to 15 minutes)
7. If my behaviour does not improve I will spend time with Miss Judge, Mr Millen, Mr Jones or Miss Cosby to discuss the impact of my behaviour.
8. Contact with parents and carers



Appendix 5: Behaviour Management Visuals

