Behaviour Policy

Contents

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2025-26	Paul Griffiths	February 2026	9.3.2026	First version of Trust Policy. School level details added.

Ambition, learning, and enrichment for all

Introduction

Yorkshire Causeway Schools Trust strives to be a community where everyone is valued, where we share commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation.

This policy is designed to inspire the way in which all members of the school community can live and work together in a supportive way by encouraging good relationships, so that children, staff, and parents can work together with the common purpose of helping everyone to enjoy and achieve.

1.   Aims

This policy aims to:

- create a positive culture that promotes excellent behaviour, ensuring that all pupils can 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

The Trust has the following principles in place to support a positive behaviour culture across its schools:

- Teachers and leaders will intentionally shape the culture of the school and set behaviour norms
- Good behaviour is founded on the promotion of positive behaviour
- Adults' behaviour must be consistent
- Plan for difficult situations
- Provide professional learning

The full document that expands on these principles can be viewed here: Behaviour principles.docx

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
- 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:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that schools should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3.   Definitions

Misbehaviour, disruptive or concerning behaviour refers to actions or conduct that disrupt the normal functioning of a school. It can range from minor disruptions to more serious incidents. These behaviours are not necessarily repetitive or intentional and do not always involve an imbalance of power. It includes actions that obstruct the mission and goals of the school and requires appropriate responses based on the context of the incident.

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

For detailed definitions and examples of misbehaviour and bullying, please refer to APPENDIX ONE: Examples of misbehaviour, bullying and sanctions.

4.   Roles and responsibilities

4.1. Trust Board

The Trust Board understands that each school community is unique and procedures in one setting may not be as effective in a different context, therefore, whilst it has the overall responsibility for the setting of this trust-wide policy and overarching principles, it delegates the setting of each school's individual approach to behaviour and the reviewing of its effectiveness to the Local Governance Board and Headteacher.

4.2. Local Governance Board

The Local Governance Board is responsible for supporting the Headteacher in agreeing the school's approach to behaviour, monitoring the behaviour policy's effectiveness, and holding the headteacher to account for its fair and consistent implementation.

4.3. Headteacher

The headteacher is responsible for:

- Reviewing and implementing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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), mental health needs, and other vulnerabilities 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

4.4. Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording significant behaviour incidents promptly on Arbor
- Challenging pupils to meet the school's expectations
- Monitoring and analysis of behaviour incidents and the school's response to them

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

4.5. 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 meetings and reviews)
- 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.

4.6. 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 involved in the evaluation, improvement and development of the behaviour culture in the school.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

5. School behaviour curriculum

Our vision is central to the development of our behaviour curriculum and directly informs every approach, principle and procedure. The behaviour curriculum has been intentionally designed so that all children feel happy, safe and able to shine within our inclusive school community. Through the deliberate teaching, modelling

and reinforcement of positive learning behaviours, we establish the conditions in which children can shine physically, socially, emotionally and academically, fully reflecting the aspirations of our vision.

We believe that every individual is equal, valued and deserving of dignity and respect. Our school seeks to be a place where all children can shine within a loving and hospitable community. In keeping with this, the behaviour curriculum promotes behaviours that foster belonging, kindness and responsibility, ensuring that each child is recognised and nurtured as a child of God. Behaviour is not simply managed but actively taught, guided and developed in ways that embody our Christian vision, enabling every child to grow in character, shine in learning and contribute positively to the life of our school.

St Peter's is committed to creating an environment where exemplary behaviour and restorative approaches are at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

As members of our community, we adhere to the expectations of 'BE KIND, Kind Thoughts, Kind Words, Kind Actions. We take pride in all we do, giving our best and taking responsibility for our thoughts, words and actions. We care for everyone, acting respectfully and honestly.
The Trust Teaching and Learning Principles guide and support many aspects of our work including our behaviour policy. Principle One,

1. Learning takes place most effectively when teachers create a climate combining low threat and high expectations, based on positive relationships and clear rules and routines.

has played a key role in helping us shape our behaviour policy and approaches.

Core Beliefs
•   All behaviour is a form of communication.
•   Consistency is key.
•   We value the power of relationships and work relentlessly to understand behaviour in context.
•   Behaviour can change and every child can be successful.
•   A restorative approach plays a key role in improving behaviour .
•   Positive, targeted praise is more likely to change behaviour than blaming and punishing.
•   Reinforcing good behaviour helps children feel good about themselves.
•   An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
•   Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
•   The knowledge of the importance of good social emotional and mental health alongside attachment and trauma aware practice are the underpinning principles of this policy.

Attachment & Trauma Awareness
All staff consider the context when interpreting behaviour and actioning any consequences in school. We consider what a child may be trying to say by their behaviour, and we ask the right questions to investigate the situation and to offer support: 'What has happened to the child?', 'What is the story?' and not 'What is wrong with the child?' It is important that we take the time to interpret behaviour.   All staff consider the context when interpreting behaviour and actioning any consequences in school. We consider what a child may be trying to say by their behaviour, and we ask the right questions to investigate the situation and to offer support.

It is important that we take the time to interpret behaviour.   Jones and Bouffard (2012) and Banerjee, (2014) suggest that interventions for children's social and emotional learning should be integrated into the daily life of the classroom rather than provided through discrete programs. We advocate an integrated Whole School Attachment Aware Approach. Through sharing information, and through Individual Learning Plans, strategies and support are in place to support children's individual differences and attachment needs. All children are vulnerable, and some children are particularly vulnerable.

Teaching Behaviour
In order to learn well now and in the future, children must be able to regulate their emotions and behaviour according to the demands and expectations of a 21st century classroom. Children need to develop the ability to concentrate, listen effectively and to develop the capacity to make decisions. Good concentration, the ability to question appropriately, self-motivate and self-regulate are all essential skills. We aim to help children adapt their behaviour sensitively and sensibly, to the different contexts in which they will find themselves, now and in the future.

The behaviour curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it.

At the start of each term the behaviour curriculum is revisited with children and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention.

Teachers will also demonstrate these behaviours and ensure children have many opportunities to practise these (particularly in the first few days of each term). For example, lining up should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all children will know this content.

As Tom Bennett describes in 'Running the Room', the process for teaching behaviour explicitly is as follows –

1.   Identify the routines you want to see
2.   Communicate in detail your expectations
3.   Practise the routines until everyone can do them
4.   Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where children feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

Learning Behaviours			
Needs Support	**Inconsistent**	**Good**	**Excellent**
Typically, only works under supervision or when undertaking an activity of their own choosing. Requires significant adult support with directed learning. Can be easily distracted and/or distracts others.	Works well with adult direction and/or regular reminders. Occasionally works independently. Can be distracted or can distract others. Does not always produce work of the standard of which they are capable.	Works well almost all the time. Reminders occasionally needed to remain on task. Is rarely distracted and/or rarely distracts others. Usually produces work of the standard of which they are capable.	Consistently works hard presenting their work as carefully as they can. Remains focused and helps others to do the same.

St Peter's CE Primary School Behaviour Curriculum

St. Peter's
Church of England Primary School

LOVE LEARN SHINE

"The light shines in the darkness and the darkness has never put it out"
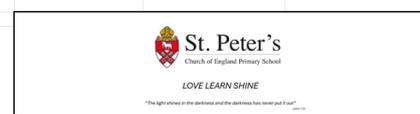
Promotes Consistency and Clarity: A clear behaviour curriculum ensures that all staff and pupils understand the school's expectations, leading to consistent application and a shared language for behaviour across the school, as emphasised in the Ofsted behaviour toolkit.

Supports Positive Learning Environments: By explicitly teaching and modelling positive behaviours, schools create calm, safe, and purposeful environments where pupils can focus on learning and personal development, aligning with Ofsted's focus on behaviour and attitudes.

Demonstrates Accountability to Stakeholders: Clear behaviour expectations, documented in a curriculum, provide evidence to Ofsted inspectors, parents, and governors that the school is proactive and accountable in promoting high standards of conduct.

Fosters Inclusion and Wellbeing: A behaviour curriculum supports the inclusion of all children by setting out expectations that promote respect, kindness, and consideration, which are central to Ofsted's updated framework and toolkit.

Strands		Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Behaviour for	**Concentration and Focus**	Begins to focus on simple tasks for short periods with adult support. Can return to a task after a brief distraction. Needs reminders to stay on task and not distract others.	Can focus on a learning activity for a short time with occasional reminders. Starts to recognise when they are distracted and can refocus with support. Understands the importance of not	Sustains attention on learning tasks for increasing periods. Can identify distractions and tries to ignore them. Usually avoids distracting others and can be reminded to refocus.	Maintains focus on tasks with minimal reminders. Can independently return to task after a distraction. Recognises when their behaviour may distract others and takes steps to avoid it.	Consistently stays on task for extended periods. Actively avoids distractions and helps create a focused classroom environment. Rarely distracts others and can support peers in staying focused	Demonstrates strong focus and concentration on learning tasks. Independently manages distractions and maintains attention. Encourages others to stay on task and models positive behaviour.	Exemplifies excellent focus and self-regulation in all learning situations. Proactively avoids and manages distractions. Supports the whole class in maintaining a positive, focused learning environment.

Behaviour for Learning Progressions

Needs Support	Inconsistent	Good	Excellent
Typically, only works under supervision or when undertaking an activity of their own choosing. Requires significant adult support with directed learning. Can be easily distracted and/or distracts others. As a result, makes limited progress in their learning.	*Works well with adult direction and/or regular reminders. Occasionally works independently. Can be distracted or can distract others. Does not always produce work of the standard of which they are capable. As a result, makes inconsistent progress in their learning.*	*Works well almost all the time. Reminders occasionally needed to remain on task. Is rarely distracted and/or rarely distracts others. Usually produces work of the standard of which they are capable. As a result, makes good progress in their learning.*	*Consistently works hard presenting their work as carefully as they can. Remains focused and helps others to do the same. As a result, makes excellent progress in their learning.*
From Needs Support to Inconsistent	**From Inconsistent to Good**	**From Good to Excellent**	**Sustaining Excellent**
from my teacher. This helps me know what to do and feel ready to learn. I will choose between two learning tasks and try to finish one. This helps me practise making good choices and working on my own.	I will try to stay focused without reminders for longer periods. This helps me practise working on my own and finishing tasks. I will check my work to make sure it's my best before I say it's finished. This helps me show what I'm really capable of.	I will set a goal for each lesson. "I know what I want to achieve today and I'll work hard to get there." I will stay focused and remind myself to keep going. "If I get distracted, I'll notice and get back on task quickly."	I check my work to make sure it's my best "I look back at my work and ask: Is this my very best?" I stay focused every day "I follow my routine and ignore things that might distract me."

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

5.1. Mobile phones

Please refer to the School's Bring Your Own Devices (inc. mobile phones) Policy

6. Responding to behaviour

6.1. Classroom management

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

Staff will :

- Taking time to welcome children at the start of the day and the start of lessons.
- Adhere and follow behaviour checklist guidance.
- Keep accurate behaviour records using Arbor.
- Follow processes for recognising and reminding as outlined in our behaviour expectations poster.
- Refer to our expectations regularly, *See Appendix B – Behaviour Expectations Poster.*
- Model positive behaviours and build relationships.
- Plan lessons that motivate and engage all children.
- Use the 'Shine Board' every day.
- Be calm and give 'take up time' when going through the steps to resolve issues. Always take the steps to prevent before issuing sanctions.
- Follow up, retain ownership, and engage in reflective dialogue with children.
- Never ignore unacceptable behaviours.
- Know that we do not have class charters, individual class rules or individual behaviour systems (unless specified in an ILP, EHCP or behaviour plan).
- Directly teaching children and supporting them to behave in ways that will facilitate and support their learning (see below).

Senior Leaders Team (SLT) Members
- Be a visible presence around the school site.
- Take time to welcome children at the start of the day.
- Celebrating staff and children whose effort goes over and above expectations.
- Regularly sharing good practice.
- Support staff in managing unacceptable behaviours, particularly complex or challenging behaviours.
- Regularly reviewing provision for children.
- Ensuring staff training needs are identified and targeted.
- Analysing patterns and trends and taking appropriate action where necessary.
- Reporting to leaders including governors and Trustees.

6.2. 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 behaviour may be linked to them suffering, or being likely to suffer, significant harm. Significant or concerning behaviour incidents will also be recorded on CPOMS as a cause for concern to alert the DSL.

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.

We will also follow the safeguarding procedures for managing any serious incidents that may constitute child-on-child abuse in line with the child protection and safeguarding policy.

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

6.3. Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Awarding of merits (see specific Arbor behaviour guide for details) leading to merit milestone certificates
- Communicating praise to parents/carers via a phone call or written correspondence
- Positions of responsibility, such as 'Playsquad', Wellbeing leader or being entrusted with a particular decision or project

6.4. Responding to misbehaviour

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

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

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

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

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

6.5. Possible consequences and sanctions for unacceptable behaviours.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to our duty under the Equality Act 2010 to make reasonable adjustments to any provision, criterion or practice which puts the pupil at a substantial disadvantage.

Examples of possible sanctions can be found in APPENDIX ONE: Examples of misbehaviour, bullying and sanctions

6.6. Reasonable force

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

- Causing disorder

- Hurting themselves or others

- Damaging property

- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents/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.

We consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, and by planning positive and proactive behaviour support, seek to reduce the occurrence of challenging behaviour and the need to use reasonable force.

The decision on whether to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances. All staff are trained in de-escalation techniques, and some staff will hold certification for handling pupils with higher risk behaviours.

Incidents will be recorded and monitored by the DSL and reported to the local governing body.

6.7. Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Please refer to APPENDIX TWO: Confiscation, screening and searching for detail.

6.8. Off-site misbehaviour

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

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

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

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

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

6.9. Online misbehaviour

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

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

Sanctions will only be given out to a pupil when they are on school premises or elsewhere when the pupil is under the lawful control of a staff member.

6.10. Suspected criminal behaviour

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

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

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

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, if 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, where appropriate.

6.11. Child on child 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 and staff 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 will ensure that all parties are supported following an allegation or disclosure of harm from another pupil(s) following the guidance in part 5 of KCSIE 2025 and the procedures and guidance for managing incidents of child-on-child abuse.

Definitions
Sexual Violence
Rape
Assault by penetration
Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

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Record-Keeping

Remember to record all concerns, discussions, decisions and reasons for decisions.

REPORTS RECEIVED (From the victim or third-party) [Onsite, offsite or online]

Victim Reassured

- Taken seriously and kept safe
- Confidentiality **not** promised
- Listen to the victim, non-judgmentally
- Record the disclosure (facts as reported)
- Two staff present (one being DSL, or reported to DSL as soon as possible)
- Victim sensitively informed about referral to other agencies
- If victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment')
- Parents of the victim informed

Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school

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Considerations
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour)
Immediately: Consider how to support the victim and the alleged perpetrator

- Wishes of the victim
- Nature of the alleged incident
- Ages of the children
- Development stage of the child

- Any power imbalance
- One-off, or part of a pattern of behaviour
- Any ongoing risks
- Other related issues and wider context

MANAGE INTERNALLY
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's Behaviour Policy or Anti-Bullying Policy

EARLY HELP

Non-violent Harmful Sexual Behaviours
(see Harmful Sexual Behaviours Framework (NSPCC) and the Brook Traffic Light Tool

REFER TO SOCIAL CARE

All incidents where a child has been harmed, is at risk of harm or is in immediate danger.
Social Care staff will decide next steps. Be ready to escalate if necessary

REFER TO POLICE

All incidents of rape, assault by penetration or sexual assault.
Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents

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RISK ASSESSMENT
Case-by-case

RISK ASSESSMENT
Immediately

Do **not** wait for outcome of referral before protecting victim

Emphasis on victim being able to continue normal routines

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school)
[Not a judgement of guilt]

SAFEGUARDING AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

DISCIPLINARY MEASURES TAKEN
(See school's Behaviour Policy/Anti-bullying Policy

DISCIPLINARY MEASURES TAKEN
(May be undertaken based on balance of probabilities, unless prejudicial or unreasonable)
Ensure actions do not jeopardise the investigation
School to work closely with police and/or other agencies

CRIMINAL PROCESS ENDS

- **Conviction or Caution:** follow Behaviour Policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes
- **Not guilty:** Support victim and alleged perpetrator
- **No further action:** Support victim and alleged perpetrator

6.12. Malicious allegations

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

Where a pupil makes an allegation 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. The school will also take advice from safeguarding partners on whether the pupil who made the allegation is in need of further support.

In all cases where an allegation against staff 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 support. 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 Managing Allegations Against Staff Policy for more information on responding to allegations of abuse against staff.

7.   Sanctions

7.1.   Detention

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers in line with [Behaviour in Schools - Advice for headteachers and school staff Feb 2024 (publishing.service.gov.uk)](publishing.service.gov.uk).

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

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

7.2.   Removal from classrooms

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by an appointed member of staff and will be removed for a maximum of 2 days (the day of the incident and potentially one full day after.

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

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

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

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

- Meetings with learning parents
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment
- Specialist behaviour support
- SEND Hub referral

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

7.3. Managed moves and off-site direction

Alternative provision (AP) can be important in managing behaviour and providing alternatives to exclusion. The school will consider

- an off-site direction (temporary measure) or
- managed moves (permanent measure) as preventative measures to exclusion.

Any use of alternative provision will be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction will only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction will only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in Alternative Provision.

7.4.   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 and Suspensions Policy for more information.

8.   Responding to misbehaviour from pupils with SEND

8.1.   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 take into account the specific circumstances and requirements of the pupil concerned.

[Anticipating and removing triggers of misbehaviour. Our approach will be flexible and responsive to individual needs. It may include strategies such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload]

8.2. Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND and, whether it is appropriate and lawful to sanction the pupil, the school will take into account:

- 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?

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

8.3. 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.

8.4. 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.

9. 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.

Our strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction or following suspension will be personalised to the child and the context.

It could include measures like:

- Reintegration meetings

- <mark>Daily contact with the pastoral lead</mark>
- <mark>A report card with personalised behaviour goals</mark>

10.   Pupil transition

10.1. 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.

10.2. 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.

11.   Training

As part of their induction process, our staff are provided a copy of this behaviour policy, and regular training on managing behaviour, including but not limited to training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Strategies to manage disruptive behaviour

Behaviour management will also form part of continuing professional development.

12.   Monitoring arrangements

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, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, parents and other stakeholders (via anonymous surveys)

The data will be recorded on Arbor and analysed every term by a member of the SLT.

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

- Trends over time
- 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.

Associated documents

This behaviour policy is linked to other policies, including:

- Exclusions and Suspensions Policy
- Anti-bullying Strategy
- Child protection policy
- Bring Your Own Devices (inc. Mobile phone) policy
- Trust Behaviour Principles
- Procedures for managing child on child incidents

APPENDIX ONE: Examples of misbehaviour, bullying and sanctions

Misbehaviour, disruptive or concerning behaviour:

The table below gives examples of the types of behaviour that may obstruct schools from fulfilling our mission statement. The table distinguishes between relative minor disruptions and more serious incidents so that schools can consider what is an appropriate response. However, the categorisation of behaviour will be done on a case-by-case basis considering the context of the incident. All behaviours will require a response and behaviour that is regarded as level 2 and above should be recorded to ensure pattens and trends can be identified.

Level 1	Level 2	Level 3
	Persistent Level 1 behaviour *or any of the behaviours below*	Persistent Level 2 behaviour *or any of the behaviours below*
Disregarding school values.	Arguing with staff.	Inappropriate touching.
Pushing in or not taking turn.	Frequent disruption to lessons.	Inappropriate sexualised behaviour, including misogynistic language.
Interrupting/ talking when an adult is speaking.	Rudeness.	Persistent intimidation or tormenting (mental, physical or via the internet)
Spoiling others' games.	Swearing at pupils.	Persistent disruption to lessons.
Deliberate work avoidance.	Deliberate defiance or disobedience.	Verbal abuse or swearing at staff.
Bringing sweets, chewing gum or inappropriate items to school.	Persistent lying.	Fighting or serious physical retaliation.
Calling out/making inappropriate noises.	Defacement e.g. scribbling on desk or others' work.	Blatant dishonesty and refusal to accept responsibility.
Running inside school.	Kicking, hitting, punching, biting, pushing, etc.	Dangerous defiance or refusal to follow instructions.
Deliberately making unkind comments about others.	Retaliation.	Graffiti/vandalism willful destruction of the school environment or property.
Arguing with other pupils.	Leaving class without permission.	Spitting at a child or adult.

Disrupting learning.		Violence or causing bodily harm to pupils or staff.
Using swear words and gestures.		Leaving school without permission.
Play fighting or unwanted physical contact.		Racial, social, cultural, homophobic, religious or misogynistic verbal abuse.
Dishonesty.		Stealing.
Lack of co-operation.		Possession/use of weapons, drugs, alcohol, cigarettes or other inappropriate materials.
Being careless with school equipment.		Bullying or extortion.
Spitting on the ground.		Inappropriate use of social media.
Teasing, name calling.		Bringing the school into disrepute, before, during or after school.

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unkind, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • 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, inappropriate touching, assault or harassment
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)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Sanctions

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to our duty under the Equality Act 2010 to make reasonable adjustments to any provision, criterion or practice which puts the pupil at a substantial disadvantage.

Level 1	Level 2 (Arbor)	Level 3 (CPOMS)
Responding in a low-level manner, focused on maintaining relationships and reminders of school values.	Incident recorded on Arbor.	Incident recorded on Arbor
'PIP' & 'RIP' Praising in Public, Reprimanding in Private.	Being spoken to about the consequences of their behaviour by a senior member of staff.	Concerning behaviour or significant incidents recorded on CPOMS
Strategic ignoring of low-level inappropriate behaviour.	Parents contacted and a meeting held with the child in attendance.	Headteacher's letter sent to parents.
Positive re-direction, highlighting the good example of others.	Parents informed in writing (copy kept on file).	Being spoken to by a member of the Senior Leadership Team and parents together.
'Time Out of the activity– adjusting length of time according to age/stage.	Arranging for pupils to work on a 1:1, group or classroom basis e.g. with TA.	Behaviour contract between pupil, parent and teacher with specific targets and time scale.
Re-positioning within the group/classroom.	Re-location to another class for a specified period, with work.	Regular monitoring of work or behaviour by Headteacher.
Moved to a distraction free work area in the classroom.	Exclusion from after-school activities.	Community service.
Verbal apology.	Written apology.	Suspension (this can include lunchtime suspensions).
Finishing work at break time or at home.	Regular home – school communication.	In-school exclusion – child supervised by SLT.
Removed from a game at break/ lunchtime for a set period.	Loss of break time.	Support requested from outside agencies e.g. Educational Psychologists.
Talking through and resolving incidents, recording when appropriate.	Restorative meeting held.	Direction offsite

Social stories.	Personalised behaviour or reward charts for individuals after discussion with SLT.	Permanent Exclusion
Being spoken to about the consequences of their behaviour by a member of staff.	Individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, Class targets)	
Parents informed verbally (could be by telephone or at home- time).	Regular monitoring of work or behaviour and parents kept informed	

APPENDIX TWO: Confiscation, screening 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. We will also confiscate any item that is harmful or detrimental to school discipline.

These items may 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 / designated safeguarding lead (or deputy), 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.

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, 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 absolutely 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 pupil involved and should advocate for pupil wellbeing at all times.

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 one 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 two 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 two 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.

APPENDIX THREE: Template letters/email

Suggested templates for letters/emails to parents/carers:

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 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: _____

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 policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet with me 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 [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: _____

[INSERT EXCEPTIONAL CIRCUMSTANCE LETTER i.e. extreme/significant behaviour] Parent must be verbally informed first.]

Detention letter

Dear parent/carer,

I am writing to inform you that <mark>[insert pupil's name]</mark> has been given a detention on <mark>[insert date]</mark> at <mark>[insert time]</mark>.

The reason(s) for this detention are set out below.

<mark>Insert a brief description of the behaviour incident that led to the detention here.</mark>

If you would like to discuss this incident, please call the school to make an appointment.

Yours sincerely,

Class teacher name:

_____

Class teacher signature:

_____

Date: _____

Detention 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: _____

Decision to suspend letter - short term suspension (1-5 days)

Dear parent/carer,

 I am writing to inform you that your child, [Student's Name], has been suspended from [School's Name]. The suspension will last for [number of days] days, starting from [start date] to [end date].

The reason for this suspension is [briefly describe the incident or behaviour that led to the suspension].

This decision has been made in accordance with the Department for Education (DfE) guidelines. It is also in line with our school's behaviour policy.

During the period of suspension, [Student's Name] is not allowed to be on school property or engage in school related activities. It is the responsibility of the parents or guardians to ensure that their child is appropriately supervised and engaged in constructive activities. Parents should make certain that their child is not in public places during school hours, as this time should be used for reflection and to complete any schoolwork provided.

We understand that this situation may be challenging for you and your child. We are committed to working with you to support [Student's Name] in making positive changes and returning to school ready to learn.

If you have any questions or concerns, or if you would like to discuss this matter further, please do not hesitate to contact me at [contact details].

Thank you for your understanding and cooperation.

Yours sincerely,

Decision to suspend letter - long term suspension (6- 45 days)

Dear [Parent/Carer],

I am writing to inform you that your child, [Student's Name], has been suspended from [School's Name] for a period of [number of days] days, starting from [start date] to [end date]. This decision has been made in accordance with the Department for Education (DfE) guidelines and our school's behaviour policy.

The reason for this suspension is [briefly describe the incident or behaviour that led to the suspension]. This behaviour is considered a serious breach of our school's code of conduct, and we believe that this suspension is necessary to ensure the safety and well-being of all students and staff.

During the period of suspension, [Student's Name] is not allowed to be on school property or engage in school related activities. It is the responsibility of the parents or guardians to ensure that their child is appropriately supervised and engaged in constructive activities. Parents should make certain that their child is not in public places during school hours, as this time should be used for reflection and to complete any schoolwork provided.

We will make arrangements for [Student's Name] to receive suitable full-time education from the sixth day of the suspension. Further details about these arrangements will be provided to you.

We understand that this situation may be challenging for you and your child. If you have any questions or concerns, or if you would like to discuss this matter further, please do not hesitate to contact me at [contact details]. We are committed to working with you to support [Student's Name] in making positive changes and returning to school ready to learn.

Thank you for your understanding and cooperation.

Yours sincerely