



# Behaviour Policy

**Rooted in the community. Branching into the future.  
Learning together within a Christian environment.**

**We believe that children's full potential is best achieved when we  
all work together.**

Reviewed: September 17

Reviewed: March 18 with amendments following additional information from LA

Reviewed November 18 (with amendments)

Reviewed: November '19 (change of date – amendment to include OFSTED quote in Governor's statement)

**FLOCKTON CE (C) FIRST SCHOOL**  
**GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES**  
**2019-20**

***“There are high expectations of behaviour across the school. Pupils are proud of their school. The themes of compassion, friendship, endurance, forgiveness, Christian fellowship and thankfulness are explored and celebrated throughout the school. The pupils live and breathe these values in and out of class.”***  
**OFSTED 2019**

### **Rationale and Purpose**

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). The purpose of this statement is to provide guidance for the Head Teacher in drawing up the Behaviour Policy at Flockton CE (C) First School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. 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 Head Teacher to draw up the Behaviour Policy at Flockton CE (C) First School, though he must take account of these principles when formulating this. The Head Teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head Teachers and school staff (January 2016).

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

### **Principles**

At Flockton CE (C) First School, we believe that:

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- Flockton CE (C) First school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions
- The school's Behaviour Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff

- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

## **Flockton CE (C) First School Behaviour Policy 2019-20**

The purpose of this policy is to give a clear code of conduct for the use of all at Flockton CE (C) First School. It has been put together after discussion with staff, governors and children and reflects the values and principles that we consider to be important for the school.

Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. All children are valued and included. The best results, in terms of promoting good behaviour arise from: emphasising potential, rewarding success, giving praise for effort and achievement and ensuring all children feel valued and included rather than focusing on shortcomings and failure.

We are committed to establishing a vibrant learning environment in which pupils and adults can thrive. We promote positive behaviours and attitudes that foster a 'growth mindset', respect and appreciation for others and the encouragement that everyone willingly makes a positive contribution.

We believe that children will develop self-discipline and social skills at Flockton CE (C) First School through the example of adults who work with them, well planned and stimulating learning experiences, opportunities to participate in a wide range of enrichment activities and by receiving equal access to the curriculum. Pupils at Flockton CE (C) First School will receive clear instructions and will always be aware of what is expected of them. We feel that it is the responsibility of parents to share with the school in helping their children to behave well.

The PSHCE curriculum develops social, emotional and behavioural aspects of learning throughout school.

### **Aims**

- That Flockton CE (C) First School is a safe, caring environment where all can teach and learn in a happy atmosphere.
- All who are involved with our school show respect and consideration for others.
- School property and the property of those within school is respected and looked after.
- Everyone at Flockton CE (C) First School should take responsibility for making our school a happy place in which to work and learn.
- Ensure fairness and consistency throughout the school whilst recognising differences in age, ability and special educational needs.

### **Roles and responsibilities**

#### **1. The governing body**

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

#### **2. The Head Teacher**

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

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

### 3. Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2 for Integris G2 behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

### 4. Parents

Parents are expected to:

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

### 5. Children

Children are expected to:

- Follow the School Charter
- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Follow the instructions of school staff
- Take care of property and the school environment
- Co-operate with other student and adults
- Work together to prevent bullying of all kinds
- Complete all assigned work and homework to the best of their ability
- Attend school and arrive on time.

## The School Behaviour Charter

At Flockton CE (C) First School we:

- Always follow instructions
- Always have kind hands, feet and voice. (EYFS and KS1)
- Always show respect to other people and all property. (KS2)

## Classroom Management

Whilst the discipline and behaviour of the class is, primarily, the responsibility of the class teacher, **all** the staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately. All staff should always endeavour to remark on good behaviour and manners, and to commend children for their positive actions. If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner; condemning the *behaviour* without humiliating or "putting down" the *child*. Staff should **not shout** at children, the only exception to this is if the child or another child is in danger. A raised voice or tone should only be used in exceptional circumstances. An agreed signal should be used to calm and quieten the children down.

**Raised voices and ssshing should be avoided.**

Using the above techniques most children will respond more co-operatively and with less resentment than if they were constantly being criticised for any negative behaviour.

Praise should be used as a reward, in conjunction with the school reward system. These should be given out for good behaviour, extra effort and co-operative behaviour, rather than merely for work of a high standard.

However, some pupils may still need to be disciplined for persistent poor behaviour. Our aim should be to teach them that there are consequences if they deliberately ignore the code of good behaviour, which the majority of pupils maintain in school. On occasions staff may need to give a consequence. These will be displayed in each classroom and all children should be made aware what the rewards and consequences are.

## **Promotion of Good Behaviour / Rewards**

Whole School reward systems include:

- Certificates in Celebration Assembly
- School Council Awards (Teddies)
- Visits to Head Teacher – Golden Tickets
- Mentions in Celebration Assembly
- Negotiated rewards chosen by class at the start of the year
- Lunchtime Awards

These will result in the allocation of class rewards.

## **Identifying good behaviour**

### **DOING THE RIGHT THING** (all classes)

Every child starts off the day with their name on 'Doing the Right Thing'.

### **EXCELLENT EFFORT** (Sycamore and Elder Class)

If a child has worked harder than expected and shown good behaviour for learning they will move their name onto 'Excellent Effort'.

### **WHAT A STAR** (all classes)

If a child does something exceptional in either their behaviour or work, they can move their name into the star.

## **Consequences /Sanctions for negative behaviour**

The sensitive use of reprimands and sanctions is an effective means of stopping inappropriate behaviour, but the inappropriate use of reprimands and sanctions can exacerbate poor behaviour. Staff should always reprimand only the students responsible for misbehaviour. When imposing sanctions we need to remember:

- To focus on the behaviour not the child;
- To use private rather than public reprimands wherever possible;
- To be consistent when dealing with children and when implementing this policy;
- Once a sanction has been imposed the child is made aware that the incident is over and they can make a fresh start.

The initial responsibility for dealing with children's behaviour lies with the member of staff who witnesses the inappropriate behaviour, this includes all paid members of staff, and consistent concerns with a particular child or group should lead to consultation with relevant staff so that problems are resolved.

### **STOP AND THINK** (all classes)

If a child receives 2 verbal warnings about not doing what is expected of them, they will move their name into 'Stop and Think'. They will have the opportunity to move back to 'Doing the Right Thing' as soon as possible. Staff will observe the child carefully to catch good behaviour for learning.

Serious incidents will result in an immediate strike and an instant detention that day.

Three recorded strikes over the week will result in 30 minutes detention during Friday lunchtime Y2 - 5 and 15 minutes for Y1. This will be supervised in Sycamore or Elder Class by teaching staff on a rota basis. During this time, pupils will complete a Thinking Sheet (appendix 1 \_ Y1 – 4) or Detention Sheet (Y5 – See Blue Book in Head Teacher's Office)

If a detention occurs, parents will be informed (see letter 1 in appendix). The class teacher will log the detention on Integris G2 (see appendix).

If three detentions occur a letter is sent to parents/carers inviting them to attend a meeting with the Head Teacher to discuss a behaviour plan to improve behaviour. A behaviour log may be used with the child to keep a record of behaviour between school and home.

### **Detentions**

30 minutes – Y2 - 5 (thinking sheet – appendix 1 or detention sheet)

15 minutes – Y1 (discussion and time on thinking chair)

### **Foundation Stage**

Foundation Stage children follow the same rules as KS1 but instead of a strike they owe 1 minute and pay these minutes back at the break time following the incident.

**Sanctions beyond this point are covered in the Exclusions Policy (see appendix 3).**

### **Behaviour Support Plans**

Children with additional social and emotional needs may require a Behaviour Support Plan (BSP). See SEN Policy.

### **Immediate Send Outs**

If a child is openly defiant or the teacher is unable to teach, the child should be sent immediately to a member of the Senior Management Team or the Head Teacher escorted by an adult.

### **Break times and Lunchtime**

The same systems are used at break times and lunchtime and the Senior Lunchtime Supervisor will inform the class teacher after lunch.

### **Bullying (please also read our anti-bullying policy)**

Bullies do not come in standard shapes and sizes, and a policy based on stereotyped assumptions will fail. At Flockton we get to know each child's individual character in great depth and are therefore, in a good position to recognise and respond to incidents.

This School has always had a set of clear rules on acceptable behaviour and unacceptable behaviour based on our Christian beliefs. Bullying is clearly unacceptable behaviour and all pupils and staff know this. The School Policy is that bullying will be dealt with on each and every occasion.

**At Flockton CE (C) First School bullying is always unacceptable behaviour in all its forms and we will respond swiftly, fairly and effectively when it does occur**

### **Serious Incidents**

Incidents that fall outside the above procedure are managed by the Senior Leadership Team. Serious incidents will be logged using the Green Incident Book. This can be found in the Head Teacher's office.

### **Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 (using the Green Incident Book – see above)

### **Positive Handling policy**

Physical contact and intervention is only used as a last resort. It is the use of positive force by a trained member of staff in order to avert dangers by preventing or deflecting a child's actions. All incidents involving restraint must be recorded in the Serious Incident Book in the Head teacher's office. All staff will be made aware of children who may need to be restrained. This will be on the child's BSP. Staff receive regular training in positive handling which must be updated every three years. **Date of last training: November 2018**

### **Exclusion**

When previous procedures are not effective further sanctions may be needed. A child may be removed from their class for a fixed time period. Also, following an extreme incident for example very high levels disruption or danger to others then the child will be removed from their class and isolated with a member of staff. A formal meeting with a parent must be arranged as soon as possible, at the convenience of the Head Teacher.

In exceptional or repeated circumstances, verbal or physical abuse or violence will result in exclusion from school.

### **Permanent Exclusions**

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Head Teachers in using exclusion as a sanction where it is warranted. However, the decision to permanently exclude a child from school should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the School. The decision to exclude must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race.

All permanent exclusions must be considered by the Governing Board and parents have the right to make representations at this meeting. If the Governing Board refuses readmission of an excluded pupil, parents can request for this decision to be reviewed by an Independent Review Panel.

**See appendix 3 for more information on the procedure for permanent exclusions**

### **Integris G2 and reporting to parents**

Positive behaviour will be shared with parents through the use of golden tickets, mentions in celebration assembly and certificates. Behaviour for learning will be discussed with parents at Parent/Teacher interviews, annual reports and, when necessary letters homes, meetings and behaviour logs.

Serious incidents will always be reported to parents of both the alleged perpetrator and alleged victim. We are conscious that some parents do not like to have incidents discussed in the playground at the end of the school day and because of this, Parents/Carers will be asked how they would like any incident reporting to them.

Serious incidents such as bullying, sexist, racist or gender related abuse will be recorded on Integris G2 by the Class Teacher (see appendix 2).

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough Planning for the needs of individual students, the active involvement of students in their own learning, and structured feedback will help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear learning objectives, understood by the students and success criteria. Marking and record keeping can be used both as a supportive activity, providing feed-back to the students on their progress and achievements, and as a signal that the student's efforts are valued and that progress matters. It is essential that students complete all work set and receive effective feedback to move forward. (See the Marking and Feedback policy and the Teaching and Learning policy).

## **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **Related School Policies**

This policy should be read in conjunction with the Marking and Feedback policy, Teaching and Learning policy, SEND Policy, Safeguarding Policy for Schools and the Anti-Bullying Policy; all of which can be found on the school website.

## **Monitoring policy and procedures**

The policy and procedures will be monitored by the governors Children and Families committee through analysis of data and pupil, staff and parent questionnaires.

## **Single Equality Policy and Principles**

This policy will be applied equally to all stakeholders while ensuring that all protected characteristics, (Disability, Race, Sex, Gender reassignment, Pregnancy and Maternity, Religion and Belief, Sexual orientation, Marriage and Civil Partnership, Age) are not discriminated against in any way. During the review process we will ensure that the policy and its implementation does not unintentionally discriminate adversely against any group and where necessary reasonable steps will be taken to discriminate in favour of protected groups





## Thinking Sheet - 5 Magic Questions

Name ..... Class ..... Date:.....

1. What has happened?

.....  
 .....

|  |                        |  |                                    |
|--|------------------------|--|------------------------------------|
|  | I did not show respect |  | I refused to follow an instruction |
|  | I hurt someone         |  | I hurt someone's feelings          |

2. What were you thinking when it happened and how were you feeling?

.....  
 .....

I was feeling

|          |       |        |            |              |        |
|----------|-------|--------|------------|--------------|--------|
| sad      | angry | hurt   | frightened | stupid       | scared |
| left out | upset | lonely | helpless   | disappointed |        |

3. Who has been affected by what has happened?

.....

How did it make them feel?

|          |       |        |            |              |        |
|----------|-------|--------|------------|--------------|--------|
| sad      | angry | hurt   | frightened | stupid       | scared |
| left out | upset | lonely | helpless   | disappointed |        |

4. What do you think needs to happen to make things right:

- Now?

.....  
 .....

- Next time?

.....

Appendix 2: **Integris G2 Behaviour Input Slip**

Serious incidents will be recorded by the office staff upon receipt of this behaviour input slip.

|   |  |   |
|---|--|---|
| Name :  |  | Class:  |
| Behaviour/ Incident                           | Code / Behaviour Sub-Type (please circle or highlight)   |   |
| <b>Abuse against an adult (VA)</b>            | VAA / Aggressive behaviour<br>VAW / Carrying an offensive weapon<br>VAH / Homophobic abuse/harassment                          | VAS / Swearing<br>VAT /Threatened violence<br>VAI / Verbal Intimidation |
| <b>Abuse against a pupil (VP)</b>             | VPA / Aggressive behaviour<br>VPW / Carrying an offensive weapon<br>VPH / Homophobic abuse/harassment                          | VPS / Swearing<br>VPT /Threatened violence<br>VPI / Verbal Intimidation |
| <b>Bullying (BU)</b>                          | BUH / Homophobic bullying<br>BUP / Physical Bullying   | BUR / Racist Bullying<br>BUV / Verbal Bullying                          |
| <b>Damage (DM)</b>                            | DMA / Arson<br>DMV / Vandalism   | DMG / Graffiti  |
| <b>Persistent disruptive behaviour (DB)</b>   | DB1 / Challenging behaviour<br>DB2 / Disobedience  | DB3 / Persistent violation of school rules                              |
| <b>Physical assault against a pupil (PP)</b>  | PPF / Fighting<br>PPO / Obstruction and jostling   | PPV / Violent behaviour<br>PPW / Wounding                               |
| <b>Physical assault against an adult (PA)</b> | PAO / Obstruction and jostling   | PAV / Violent behaviour<br>PAW / Wounding                               |
| <b>Racist Abuse (RA)</b>                      | RAD / Derogatory racist statements<br>RAG / Racist graffiti<br>RAS / Swearing that can be attributed to racist characteristics | RAB / Racist Bullying<br>RAT / Racist Taunting and harassment           |
| <b>Theft (TH)</b>                             | TH1 / Stealing school property   | TH2 / Stealing personal property (pupil or adult)                       |
| Time of Day:                                  | Location:<br>Classroom Hall Cloakroom Corridor Playground Field  |   |
| Notes:  |  |   |
| Member of staff reporting                     |  |   |

## Appendix 3: **Fixed Term Exclusion Procedures**

**Decision:** head teacher, acting head teacher takes the decision to exclude a pupil for a fixed term exclusion

**Contact parent:** the head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

**Duration of exclusion:** pupils can be excluded for one or more fixed term exclusions, which when aggregated, do not exceed 45 school days or 90 sessions in any one school year. A lunch time exclusion counts as 1 session and counts towards the total 90 sessions.

1. **Lunchtime external exclusion:** pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusions will count as half a day for statistical purposes and for parents/carers to be able to make representations to governors but are not counted in the schools 6th day duty to provide full-time education.
2. **Exclusion during the morning session:** the exclusion takes effect from the afternoon session, notice must be given to the parents/carers before the start of the afternoon session
3. **Exclusion during the afternoon session:** if the exclusion takes effect from the next school day, notice must be given to the parents/carers before the start of that school day. If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

**Written notice:** the head teacher must give a written notice to the parents/carers informing them of:

- the precise period and reason for the exclusion;
- the parents/carers duties during the first 5 days of the exclusion;
- the parents/carers right to make representation to the governing body and how the pupil may be involved in this;
- the person the parents/carers should contact if they wish to make such representation;
- the arrangements made by the school to set and mark work for the pupil during the initial 5 school days of the exclusion;
- if relevant, the school day on which the pupil be provided with full-time education

### **Educational Provision during the exclusion:**

For the first 5 days the school should set work and make arrangements for it to be marked  
The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion

Where a 'Looked After' child is excluded provision should be in place from the 1st day of the exclusion

**Reintegration meeting:** the head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent/carer and the pupil at the end of the exclusion at a date and time convenient for the parent on school premises. The notice for the reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion). If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be a factor taken into account in the Magistrate's Court when deciding whether to impose a parenting order.

Primary: School must offer a reintegration interview after any exclusion

**Governors:** the head teacher must inform the governing body if a pupil is being excluded for more than 15 school days in any one term. For exclusions of more than 15 school days in one term (or which brings the pupils total number of days of exclusion to more than 15 in one term) governors must convene a meeting between the 6th and 15th school day after the date of receipt of notice.

**Parents:** If the school or the LA considers that parental influence could be brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrates Court to compel the parent/carer to comply with certain requirements. See related guidance



## Exclusion Process in Kirklees:

**September 2017 statutory guidance:** Exclusion from maintained schools, academies and pupil referral units in England.

26. Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it.

40. The head teacher must, without delay, notify the governing board and the local authority of:

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);

The Pupil Referral Service (Exclusions) request that schools complete the Permanent Exclusion Notification Form (**See PRS website**) and send to the Local Authority on the day the parent is notified. The Day 6 providers need time to plan & risk assess the placement.

| Type      | Notify parent/carers  | Notify LA & governors   | Governors to meet  | Decisions open to the governors   | Notification of outcome of GRM   |
|-----------|---|---|--|---|--|
| Permanent | Immediately by phone, followed by a letter within one school day.<br><b>Model Letter on the PRS website</b> | *Within one school day.<br><i>Form: Permanent Exclusion Notification Form</i> | Between 6 <sup>th</sup> & 15 <sup>th</sup> school day after receiving notice of the exclusion. | Uphold the exclusion or direct reinstatement immediately or by a particular date. | In writing within 1 school day of the hearing. Relevant paperwork should be recorded in the pupil's file for future reference.<br><b>Model Letter on PRS website</b> |

Included in the current Notification Form is the following request:

**Information for Fair Access Panel:** *Following the Alternative Provision placement the child will be allocated a new school in line with Kirklees Fair Access procedures. Please could you collate further information around the two areas below:*

*Attainment and progress (this could be the last school report)*

*Personal development, Behaviour and Welfare (this will vary within each school but might include personalised plans for the child (MSP), summary of behaviour to date etc.)*

*It is not envisaged a school should need to create the additional information, merely forward the data currently held on the child. The focus of this request is to support the 'new' school with the additional and learning needs of the child.*

**This additional information should be shared via** Anycomms Link: <https://sst.kirklees.gov.uk/Login>

*Upload to a Service – Fixed Term Exclusions*



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



### First behaviour letter

Date:

Dear parent,

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

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

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

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

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

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### Behaviour letter – return slip

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

Name of child:

\_\_\_\_\_

Parent name:

\_\_\_\_\_

Parent signature:

\_\_\_\_\_

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





## Second behaviour letter



Date

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

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

Yours sincerely,

Class teacher name:

---

Class teacher signature:

---

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

## Third behaviour letter



Date:

Dear parent,

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

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

I would be grateful if you could attend a meeting with the Head Teacher / Special Educational Needs Co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

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

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

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