The Carlton & Faceby and Bilsdale Church of England Federation

Behaviour Policy and Statement of Behaviour Principles

Author /Signed	Adapted from The Key
Adopted by	Governing Body Signed: _____Date: _____ (Chair of Governors)
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Contents

1. Aims 2
2. Legislation and statutory requirements 2
3. Definitions 3
4. Bullying 4
5. Roles and responsibilities 8
6. Pupil code of conduct 9
7. Rewards and sanctions 9
8. Behaviour management 12
9. Pupil transition 13
10. Training 13
11. Monitoring arrangements 14
12. Links with other policies 14
Appendix 1: written statement of behaviour principles 15
Appendix 2: staff training log 16
Appendix 3: behaviour log 17
Appendix 4: letters to parents/carers about pupil behaviour – templates 18

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying and harassment
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Bilsdale Midcable Chop Gate and Carlton & Faceby Church of England Primary Schools seek to build a strong educational foundation in accordance with Christian principles and values, in partnership with the Church at local, Deanery and Diocesan levels, developing a Christ-centred community where each person can fulfil the potential God has given them.

It seeks to encourage understanding of the meaning and significance of faith, and to promote Christian values through the experience it offers, while respecting the diversity of background and values within our school and wider communities.

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Equal Opportunities

All children are entitled to praise, encouragement and a positive approach to marking, irrespective or race, gender, religion or ability in line with the school's Equal Opportunities Policy.
This policy is based on DfE guidance "Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies" - July 2017

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

We are committed to developing an anti-bullying culture whereby no bullying will be tolerated.

Our school community:

- Discusses, monitors, and reviews our anti-bullying policy and practice on a regular basis
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; so that pupils feel safe to learn; and that pupils abide by the anti-bullying policy
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations, when appropriate

Preventing, identifying, and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care, for others which will be upheld by all
- Work with staff and outside agencies, such as Show Racism the Red Card and Stonewall to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents)
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring. Deploy Year 6 Peer Mentors, to support more vulnerable pupils
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied
- Work with other agencies and the wider school community to prevent and tackle concerns
- Celebrate success and achievements, in our Celebration Assemblies as well as on a day-to-day basis, to promote and build a positive school ethos

Involvement of pupils

We will:

- Annually canvas children and young people's views on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Publicise the details of help lines and websites
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

Liaison with parents and carers

We will:

- Make sure this policy is available in a range of formats
- Ensure that all parents/carers know who to contact if they are worried about bullying
- Ensure all parents/carers know about our complaints procedure and how to use it effectively
- Ensure all parents/carers know where to access independent advice about bullying
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Ensure that parents/carers work with the school to role model positive behaviour for pupils, both on and offline

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Complaints Policy
- Child protection policy
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governors with lead responsibility for this policy are:

Mrs R Grundmann (Bilsdale) and Mrs B Workman (Carlton & Faceby)

The named member of staff with lead responsibility for this policy is:

Mrs K McDonald (Executive Headteacher)

Monitoring & review, policy into practice

The named Governors for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Procedures for Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded and given to the Headteacher and/or designated lead, using the school's reporting format
- The Headteacher/ designated lead will interview all concerned and will record the incident
- Teachers, relevant staff, will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated, and that appropriate action is taken in accordance with the schools' behaviour and discipline policy
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice

- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- If appropriate; working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy
- Speaking with police or local services

Supporting Adults

Adults (staff and parents/carers) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated lead and/or a senior member of staff/ Headteacher
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated, and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents/carers) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools' official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

5. Roles and responsibilities

5.1 The governing body

The Carlton & Faceby and Bilsdale CE Federation Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Carlton & Faceby and Bilsdale CE Federation Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Carlton & Faceby and Bilsdale CE Federation Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

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

5.3 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 3 for a behaviour log)

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

5.4 Parents/Carers

Parents/carers 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

6. Pupil code of conduct

Pupils are expected to:

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

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Positive comments and praise, both verbal and written
- Stickers
- Children's work or good behaviour shown to the rest of the class
- Children's work or good behaviour shown to another teacher
- Praise from other adults in the school
- Children's work or good behaviour shown to the headteacher
- House Points
- Phone calls home to parents/carers
- Postcard from the Headteacher and Star of the Week

The school may use one or more (depending on the context) of the following sanctions in response to unacceptable behaviour:

1. A reminder of appropriate behaviour and reinforcing to the pupil what good behaviour looks like.
2. Classroom consequence – remove to work in a different part of the classroom.
3. Expecting work to be completed at home, or at break or lunchtime.
4. Missed play time (dependent on age of child).
5. Referring the pupil to a senior member of staff to support them to reflect on their behaviour and calm down.
6. Informing parents/carers about their child's behaviour.
7. Teacher meeting with parents/carers
8. Head teacher – meeting with parents/carers

The schools view the following as serious misdemeanours:

- Deliberate physical injury to others
- Persistent bullying behaviour – physical, verbal, emotional
- Throwing something with intent to damage or hurt
- Intentionally swearing at or verbally abusing others

Parents/carers will be involved immediately if any of this behaviour takes place.

See appendix 4 for sample letters to parents/carers about their child's behaviour.

Pupils may be sent to work in another class during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In some circumstances, the school may need to consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that peer on peer/child on child abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer on peer/child on child abuse and the causes of it.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other

children in the school. Engaging in Fair Access Panel Processes to assist with decision-making associated with managed moves and exclusions can also be beneficial (Farrer and Co. 2019).

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection policy for more information:

http://bilsdalecarltonschools.co.uk/wp-content/uploads/2021/01/policy-Child-Protection-Policy-September-2020-Bilsdale.pdf

http://bilsdalecarltonschools.co.uk/wp-content/uploads/2021/01/policy-Child-Protection-Policy-September-2020-Carlton-Faceby.pdf

7.3 Off-site behaviour

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

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

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

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

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

7.4 Malicious allegations

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

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

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

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

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

8. Behaviour management

8.1 Classroom management

The layout of teaching areas should be such that children are able to move safely and without disturbing others within the confines of the space available. Routines such as entering and leaving the area, selecting and tidying equipment etc. should be well established. Routines should provide children with opportunities to take responsibility for equipment, resources, themselves and others.

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

Management out of the classroom

Staff should be aware of potentially “high risk” situations such as large numbers of children retrieving coats, moving around the school, or queuing where behaviour may become a problem. These situations should be controlled by restricting numbers or supervising.

Tasks

Tasks should be matched to the needs and interests of the children. Appropriate work where children are motivated and will achieve success develops enthusiasm and positive attitudes. Work that is dull, too easy or too hard will result in children becoming more likely to go “off task” leading to appropriate behaviour. Some work should take the form of a shared task which gives a pair or small group of children the opportunity to work together collaboratively.

Instructions/expectations

Staff should be very specific about what they expect children to do. Instructions or directions should be stated clearly, and positive repetition and reinforcement should be used, i.e. “Well done …., you were the first person to stop work and look at me.”

Expectations can also be positively reinforced, and children praised i.e. “I like the way ….. and ….. have chosen to share the computer,” or “thank you …….. and ….. for choosing to help your friends by hanging up the coats which have fallen on the cloakroom floor.”

Good Behaviour is the combined responsibility of all staff, teaching and support staff, who should maintain good behaviour throughout the Federation. Consistency of approach is crucial.

8.2 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/carers (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

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

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. 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.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and The Carlton & Faceby and Bilsdale CE Federation Governing Body every annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by The Carlton & Faceby and Bilsdale CE Federation Governing Body every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection policy

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by The Carlton & Faceby and Bilsdale CE Federation Governing Body every two years.

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents/carers, police):	

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

First behaviour letter

Dear parent/carer,

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

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

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

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

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

Name of child: _____

Parent/Carer name:
_____

Parent/Carer signature:
_____

Date: _____

Second behaviour letter

Dear parent/carer,

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

Dear parent/carer,

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

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

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

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

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____