

**Graveley Primary School**  
**A Church of England (VC) School**



**Behaviour Policy**

**Spring 2018**

**To be reviewed Spring 2020**

# **Graveley Primary School Behaviour Policy**

## **1. Approach to Behaviour**

### **1.1**

At Graveley School we take a positive and pro-active approach to behaviour management. Both pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. We believe that when a child demonstrates unacceptable behaviour, it is the behaviour that is unacceptable, not the child and we believe that it is our role to help our pupils learn how to behave correctly and treat others with respect. Our behaviour policy and strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education.

Most pupils at our school will require very little support with their behaviour and this policy primarily sets out how we deal with those times when mistakes are made, either minor, or of a more serious nature. A few children made need additional support with this element of their school life and under the Equality Act 2010, we acknowledge that said children may require a more personalised approach. Section 9 of the policy addresses this.

## **2. Aims**

### **2.1**

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- 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

## **3. Legislation and Statutory Requirements**

### **3.1**

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

- Behaviour and discipline in schools (2016)
- The Equality Act 2010
- Use of reasonable force in schools (2013)
- Supporting pupils with medical conditions at school (2017)
- Mental Health and Behaviour in Schools (2016)

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 should publish their behaviour policy online

## **4. Roles and Responsibilities**

### **4.1 The Governing Body**

The Graveley School Governing Body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation. They will also approve this policy.

### **4.2 The Headteacher**

The Headteacher is responsible for reviewing, in conjunction with the Senior Leadership Team and Governing Body, this behaviour policy. The Headteacher will also approve this policy. They 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.

### **4.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Delivering challenging lessons that interest, motivate and support pupils, encouraging appropriate behaviour choices
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils, liaising, where necessary, with external agencies
- Recording behaviour incidents (see Appendix 2 for a behaviour log)

The Senior Leadership Team will support staff in responding to behaviour incidents.

### **4.4 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

### **4.5 Pupils**

Pupils are expected to:

- Follow the pupil Code of Conduct
- To speak out, but also to listen
- To contribute to discussions regarding fair rules and consequences with their peers and adults.

## **5. Pupil Code of Conduct**

### **5.1**

Our Pupil Code of Conduct and the school's approach to issuing consequences for low-level misbehaviour is based around the school's core values of Fellowship, Harmony and Creativity. Pupils are also rewarded each week in Celebration Assembly based on how they have demonstrated positive behaviour linked to the weekly value. Consequences for poor behaviour are linked to how pupils have struggled to follow the Code of Conduct:

#### **Fellowship**

- Listen when an adult or child is talking
- Follow instructions given by an adult

#### **Harmony**

- Respect the school, property and the opinions of others
- Allow others to learn

#### **Creativity**

- Use the time you have in school for learning

The Code of Conduct is displayed prominently in each class room and referred to, to acknowledge positive behaviour and whenever a low-level behaviour infringement occurs. In support of our positive approach to behaviour management the individual infringements of the Code of Conduct are not displayed for the children's reference. Additionally, the names of children who have failed to meet the Code of Conduct are not displayed for others to see, but recorded in the class behaviour log (see 6.3). At the start of each academic year, (and if a class teacher believes a class refresher is required) the Code of Conduct is revisited with examples given of how it may be broken. It is expected that over time children will develop a solid understanding of how low-level behaviour infringements link to the Code of Conduct. This will be monitored by SLT, through scrutiny of class behaviour logs.

## **6. Rewards and Consequences**

### **6.1**

A powerful influence on behaviour is praising positive behaviour, by actively seeking out children who are behaving well. All staff must take the lead in modelling the high standards of behaviour, courtesy and respect they wish to see in classrooms and throughout the school. We believe that the balance between reward and consequence should be biased in favour of rewarding the good behaviour fostered by the school's positive environment.

#### **6.2 Rewarding Positive Behaviour**

Positive behaviour will be rewarded with:

- Praise, both verbal and written
- House Points – given by teaching staff in response to suggestions from members of the school community
- Awards given in the weekly Celebration Assembly
- Special responsibilities/privileges

Teaching and support staff are responsible for setting the tone and context for positive behaviour within their classrooms. They may reward whole class or individual positive behaviour with:

- Stickers
- Star of the Week
- Collective Class Systems e.g. Marbles in a Jar or Stamps leading to class privileges

### 6.3 Procedures and Consequences for Low Level Poor Behaviour in School

Low level poor behaviour is seen to be actions or acts which breach the Pupil Code of Conduct.

In all cases a **verbal warning must be given**, using the wording “[Insert Pupil Name] I am giving you a warning for [insert action]. You are not [insert statement from Code of Conduct]. If you continue there will be a consequence.” The number of warnings given will be appropriate to the age and developmental stage of the child. If the pupil continues to behave in this way a logical consequence is issued, using the wording “[Insert Pupil Name] You are still/continuing to [insert action]. As a consequence, you will now need to [insert consequence]. Your behaviour will be noted in our Behaviour Log.”

Misbehaviour may include, but is not limited to:
<b>Fellowship</b>
<i>Listen when an adult or child is talking</i>
Speaking when an adult is talking
Interrupting when an adult or other child is talking
Making rude noises
<i>Follow instruction given by an adult</i>
Not getting on with a task set
Ignoring instruction given
Not lining up sensibly
<b>Harmony</b>
<i>Respect the school, property and the opinions of others</i>
Saying unkind things to others
Being rude to an adult or child
Swearing (reported by another child)
Lying
Answering back to an adult
Graffitiing on school property including books
Breaking equipment on purpose
Incorrect uniform (including P.E. kit)
<i>Allow others to learn</i>
Distracting other children
Not sharing
<b>Creativity</b>
<i>Use time for learning</i>

Fiddling and fidgeting causing a distraction
Off task and not concentrating
Task incomplete due to lack of effort/concentration
Forgotten/incomplete homework
Not following the class learning commitment
Cheating or copying someone else's work

In most cases, a verbal warning should be sufficient to get the pupil 'back on track', however if a member of staff has to issue a consequence this will be recorded in the class Behaviour Log. If a child's name appears 3 times for repeated low level poor behaviour, in a two week period, a letter or email is sent to the child's parent or carer to alert them that their child has been struggling to follow our Code of Conduct. See Appendix 3 for letter templates.

Logical consequences work well when they are related, reasonable and delivered respectfully. The child is able to make a connection with their own behaviour – helping them to develop understanding, self-control and a desire to follow the rules. For example if a child deliberately breaks school equipment they might spend some of their free time assisting in mending it or lose the privilege of using that equipment for a short period of time. If a child is talking while an adult is talking or causing a distraction to others, they might be moved to a quieter space in the class room, away from others and then spend some of their free time discussing with an adult why that behaviour is unacceptable.

School staff have an agreed list of consequences as a guide and to provide consistency, however this may vary from pupil to pupil depending on their age and stage of development.

Every Friday a member of SLT will collect in each class' Behaviour Log to ensure they are aware of issues surrounding low level behaviour in classes.

#### 6.4 Consequences for Low Level Poor Behaviour on Playground

We acknowledge that often, most occasions of low level poor behaviour occur at break and lunch time, when children's time is less structured. We have a separate strategy for addressing behaviour concerns on the playground, as follows:

Behaviour	Consequence
<p><b>Harmony</b>  <i>Respect the school, property and the opinions of others</i></p> <ul style="list-style-type: none"> <li>• Pushing and Shoving</li> <li>• 'Rough Play'</li> <li>• Rude or unkind words</li> <li>• 'Back chatting an adult'</li> </ul>	<p>Asked by the adult on duty to sit down for 5 minutes on the 'Reflection Bench'. After the 5 minutes they must discuss with the adult why they were asked to sit out and acknowledge that their behaviour is contrary to the school's Code of Conduct.</p>

## 6.5 Procedures and Consequences for Serious Behaviour Incidents in School and on Playground

To maintain consistency, behavioural incidents of a more serious nature will be dealt with by a member of the School's Senior Leadership Team. All staff must be aware of what constitutes a 'Serious Behaviour Incident' and respond consistently using the defined, procedures set out below.

### **Serious Behaviour Incidents include, but are not limited to:**

- Fighting
- Hitting/punching/pinching/biting another child or an adult
- Using an object on purpose to hurt another pupil or adult
- Swearing (heard by an adult)
- Making racist, sexist or homophobic comments
- Misbehaving on School Trip
- Allegation of Bullying

### **On the Playground:**

The child is walked off the playground by one of the adults on duty, and taken to a member of SLT, where the below procedures will be followed. If this occurs within 5 minutes of the end of break or lunch time the member of staff on duty will alert the class teacher of what has occurred.

### **In School:**

If the child does not pose a danger to the other or pupils in class, they remain in the classroom. The adult in charge will use the following script. "[Insert pupil name] that behaviour is unacceptable. At break/lunch (delete as applicable) I will be taking you to [insert name of SLT member] who will deal with your behaviour. If the incident occurs in the afternoon, the adult in charge will send a note to the member of SLT, to alert them of the incident, and request that they come to speak to the pupil before the end of the day.

If the child's behaviour is posing a danger to the other pupils in class, the adult in charge will 1) Send another adult or child to a member of SLT to request immediate assistance. 2) If necessary remove the other children from the classroom, either sending them into the hall with a member of support staff or to an adjacent classroom if no support staff are available. **Do not attempt to remove the child.**

Once with a member of SLT the following procedures and consequences will be followed:

- 1) A brief discussion with the reporting staff member to understand the events that have occurred
- 2) The child is taken to a quiet space to discuss (e.g. Headteacher's Office, an empty classroom) what has happened with the member of SLT. This discussion may be based around what occurred leading up to the event, any reasons the child may have to explain their behaviour and how the child's actions have impacted negatively on the other members of the school community.
- 3) Further investigations may need to be carried out depending on the incident.
- 4) The member of SLT will then discuss with the child the consequence of their behaviour.

School staff have an agreed list of consequences as a guide and to provide consistency, however this may vary from pupil to pupil depending on their age and stage of development. For example, a child who has hurt another child at lunch or break time may need to spend their break time away from other children, or being chaperoned by an adult for an agreed period of time. A child who is heard swearing, may need to spend their free time the following day discussing with a member of staff what is appropriate and inappropriate language and the impact negative language has on others.

By 3.30pm on the day of the incident the child's Class Teacher must inform the parent or carer of what has occurred via email. The email should make it clear to the parent what the child did, the fact that it was dealt with by the specified member of SLT and the consequence issued. The parent/carer should be offered the opportunity to discuss with the member of SLT should they wish.

All serious behaviour incidences are recorded in the class Behaviour Log and recorded on SIMS (School Information Management System) by a member of SLT.

### 6.5 – Behaviour Outside of the School Gates

School staff have the authority to apply the above consequences in response to poor behaviour of pupils outside of the school premises. This includes behaviour witnessed by a member of staff or reported to the school by another person. This might include: pupils taking part in any off-site school organised activity; travelling to or from school; wearing school uniform or in some other way identifiable as a pupil of the school.

### 6.6 - Ladder of Consequences

The following should clearly define the increasing severity of consequences in response to a pupil's behaviour:

<b>Incident</b>	<b>Consequence</b>	<b>Dealt with by</b>
Low level behaviour concern	Verbal warning.	Class Teacher Support Staff
Continued low level behaviour concern	Agreed policy consequence and logged in Class Behaviour Log.	Class Teacher Support Staff
3 times low level behaviour concern during half term	Letter sent to parent (see appendix 3).	Class Teacher Parent
More than one letter sent home in a half-term	Phone call or face to face meeting with parent to discuss the impact of this behaviour and a home/school contact book set up - short daily note from school to home on child's behaviour. 4 weeks. (see appendix 4).	Class Teacher Parent
One off Serious Behaviour Incident	Referred to SLT. Agreed policy consequence. Logged on SIMS and Class Behaviour Log. Parent informed face to face or on telephone.	SLT Class Teacher Parent

<p>No improvement following 4 weeks on home/school book, or</p> <p>Increased frequency of serious behaviour incidents (frequency dependent on age of child and type of incident) at the discretion of SLT.</p>	<p>Face to face meeting with parents to discuss the child's behaviour with Deputy Headteacher. Pupil put onto 'Deputy Head Report' for 4 weeks.</p>	<p>Deputy Headteacher Parent</p>
<p>On Deputy Headteacher report for 4 weeks with no improvement.</p>	<p>Referred to Headteacher. Face to face meeting with parents to discuss behaviour and strategies to move forward.</p>	<p>Headteacher Parent</p>

## 7. Bullying

### 7.1

We have a whole school approach to bullying, which involves all members of the school community including pupils and parents. This involves education of pupils and staff, clear lines of communication and support. We take the issue of bullying seriously, as such have a separate policy.

## 8. Physical Contact and Intervention

### 8.1

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort or reward a pupil
- To direct or steer a pupil
- For activity reasons (for example in drama, PE or physical games)

This section aims to set out what the school deems to be appropriate physical contact.

### 8.2 - Hand Holding and Hugging

In a Primary School, we believe children will sometimes require comfort or support from the adults who have a duty of care for them during the school day. If a child attempts to hold the hand of a member of staff, this does not need to be discouraged, however the adult should attempt to offer an open hand (with the child holding the adult's open hand). If a child attempts to hug a member of staff, again, this does not need to be discouraged, however the adult should attempt to use a 'Supportive Hug' which uses a sideways stance rather than front on. Any 'hug' should not be prolonged (longer than 2 or 3 seconds). School adults should be conscious of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

### 8.3 – Physical Contact to Comfort, Reward or Assist

If a child is upset or distressed, staff may wish to use a 'Supportive Hug' to offer comfort. If a child has done something warranting reward, and if it would be in the best interest of that

child, staff may wish to use a 'Supportive Hug'. Should staff wish to give pupil's a hug farewell on the last day of school, this is not discouraged, but as specified above, should not be prolonged. Any physical contact of this kind, should take place in a clear and public place, following safeguarding guidelines, to reduce risk of allegations against staff. Some younger children may require support with personal care and toileting and this may be carried out by 1 adult to maintain the child's dignity, but staff should again be mindful of need to follow safeguarding guidelines e.g. leaving the door ajar.

#### **8.4 – Physical Contact to Direct, Guide, Steer or Escort**

All new members of staff will receive training from the School's Step On Tutor, within the first two weeks of employment commencing, on the appropriate methods of using physical contact to direct and/or steer pupils.

If physical contact is required to steer a pupil towards an activity, or escort away from a dangerous situation the following techniques from the 'Step On' training course should be used: 'Offering an Arm', 'Supportive Arm', 'Open Mitten Guide', or 'Open Mitten Escort'.

Pupils **should not** be carried by members of staff, unless they are unable to move e.g. following injury.

#### **8.5 – Restrictive Physical Intervention**

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. However, restrictive physical interventions should only be used when: all other strategies have been considered and therefore only as a last resort; or in a situation where it may be necessary to prevent clear danger and extreme urgency. Only the minimum force necessary will be used and staff will be able to show that the intervention used was a reasonable response to the incident. When carrying out a restrictive physical intervention staff must be aware that the only following three components can be judged as wrong: 1) A negative impact on the process of breathing, 2) Pain as a direct result of the technique 3) A sense of violation. Any restrictive physical intervention must be reported to a member of SLT and jointly recorded and logged on the school's internal record system, held in the Head's Office. Parents must also be informed.

## **9. Individual Pupils**

### **9.1**

Some pupils will come into school with specific needs surrounding behaviour. This could be for a range of reasons, which may be a result of a specific Special Educational Need, complex home situations or other social, emotional or mental health related issues. We believe in providing equality of opportunity for all pupils and this may include providing a differentiated approach to managing behaviour.

### **9.2 – Home School Communication**

It is vital that school works in partnership with parents so that they are can support the school in supporting their child. Parents/carers will be invited to meetings held with outside agencies and their views sought on the strategies employed by the school to support their

child. Parents/carers will be asked to trust the professional judgements of the school and understand that any strategies used will be in the best interests of their child.

### **9.3 – Supporting Specific Children**

If managing a child's behaviour falls outside the remit of our whole school approach, an individual plan will be drawn up, to formalise strategies that differentiate from the policy. The SENCO, in liaison with other staff members, parents and pupils (as necessary) will carry out anxiety mapping to ascertain the specific needs of that child and draw up a 'Risk Reduction Plan'. This plan will be disseminated to all members of staff who will encounter that child, to ensure a consistent approach to managing their behaviour.

## **10. Fixed Term and Permanent Exclusions**

### **10.1**

We do not wish to exclude any child from school, but sometimes this may be necessary. This could be if there is no improvement in the child's behaviour, despite having worked through the Ladder of Consequences (see section 6.6). It may also be for a one-off incidence of violence against a member of staff, another child or school property. This would have to be severe in nature, beyond what is identified in section 6.5 as a 'Serious Behaviour Incident', typically where medical treatment is needed because of the injury inflicted, or significant financial cost to the school incurred to fix property, e.g. a smashed window. The exclusion would be fixed-term initially (usually 1-3 days) at the Headteacher's discretion. Following a reintroduction meeting, a pastoral support plan may be put into place, as well as a reduced timetable. This may lead to or convert to a permanent exclusion depending on the circumstances.

If there is no improvement and/or other children or staff are being put at risk on a daily basis, this may lead to permanent exclusion.

### **10.2 – Right of Appeal**

Parents have the right to an appeal process against the exclusion where a pupil or a parent believes the school has exercised its disciplinary authority unreasonable. The governors, however, believe that the exclusion sanction, particularly those that are permanent, will only be used as a last resort.

The Governing Body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice if:

- a) The exclusion is permanent;
- b) It is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 days in a term; or
- c) It would result in the pupil missing a pupil examination of national curriculum test.

The Governing Body will establish a Governors' Disciplinary Committee of at least three members to consider the appeal.

If the Governors' Disciplinary Committee decide that a pupil should be reinstated they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent and Local Authority of their decision.

## **11. Allegations against staff**

### **11.1**

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation, in line with Hertfordshire County Council procedures. The suspension of the member of staff involved will not be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parent is found to be false, the Headteacher or Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection may be shared with other appropriate parties (e.g. Police if the child is 10 years old and above)
- Meet with the parent/parent of the child to discuss the matter and possible consequence; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance
- Exclusion of a child who continues to make false allegations about staff
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

## **12. Dealing with Inappropriate Behaviour of Other Adults Associated with the School**

### **12.1**

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents. All persons on site are expected to behave appropriately and, if they do not, the school will take action that is considered necessary to prevent a repeat of that behaviour.

#### **Inappropriate behaviour:**

- Refusing to follow the reasonable instructions of staff
- Being verbally aggressive
- Being physically abusive
- Using social media as a means of targeting the school, staff, parents or pupils.

#### **How the school can respond:**

1. **Verbal warning** – a senior member of the school staff will ask the person to stop behaving inappropriately or leave the premises. The school will record this warning

2. **The Police** – the school can request that the police attend the school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them
3. **Warning letter** – serious incidents should be followed by a letter from the school outlining the consequence of any repetition of the behaviour previously displayed
4. **Banning letter** – if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises
5. **Legal proceedings**

## **12.2 – Social Media**

If any pupil or parent/carer is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the networking site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. The school will take and deal with this as a serious case of school bullying.

## **13. Complaints**

### **13.1**

The school's procedures for dealing with complaints about behaviour are declared a part of the school's procedures for handling complaints and these are in line with the Local Authority Guidelines.

## **List of Appendices:**

Appendix 1: Behaviour Management Techniques

Appendix 2: Behaviour Log

Appendix 3: Letter to Parents

Appendix 4: Home/School Contact Book Letter to Parents

Appendix 5: Home/School Contact Report Letter to Parents and Report Documents

## Appendix 1: Behaviour Management Techniques

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
- 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

In addition, the following strategies could be used to encourage the child to change her/his behaviour:

- Varying teaching styles.
- Directing questions to the child to encourage participation.
- Use of other adults in the room.
- Changing the position of the child and teaming them up with a good role model.
- Organising the classroom (and equipment) to pre-empt possible reasons to be distracted or wander.
- Knowing the trigger points and avoiding them.
- Differentiating time expectations.
- Give public and private praise for good behaviour as shown by the individual or the class.
- Smiling and show warmth. Avoid negative/defensive behaviour. Remember, it is the behaviour that is unacceptable.
- Give and encourage the taking of responsibility.
- Focus attention not just on the most difficult element but also on the 'next group' to encourage them not to be involved.
- Have a quiet word in the early stages of misbehaviour.
- Give non-verbal signals, a steady disapproving look.
- Move the child nearer the teacher.
- Isolate the child from an 'audience'.
- Focus all comments on behaviour and do not make personal comments.
- Avoid shouting at all costs.
- Allow a child to 'cool down' before dealing with an incident.
- Allow the child some 'thinking time' to reflect on what has just happened.

## Appendix 2: Behaviour Log

An A5 Ring binder kept on the desk of each Class Teacher.  
Can be completed by any member of teaching or support staff.

### Low Level Behaviour Log

<b>Date/Time:</b>	
<b>Pupil's Name:</b>	
<b>Behaviour:</b>	
<b>Consequence:</b>	
<b>Issuing adult:</b>	

Logs will be monitored each half-term by the School's Senior Leadership Team

### Serious Behaviour Log

<b>Date/Time of Incident:</b>	
<b>Pupil's Name:</b>	
<b>Behaviour:</b> <b>(including name of any other child involved)</b>	
<b>Referred to:</b>	
<b>Parent Informed:</b>	Yes/No
<b>Consequence:</b>	
<b>Any further action required:</b>	
<b>Issuing adult:</b>	
	Recorded on SIMS:

## Appendix 3: Letters to Parents

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

Dear \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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*

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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: \_\_\_\_\_

## Appendix 4: Home/School Contact Book

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

Dear: \_\_\_\_\_

Following our meeting on \_\_\_\_\_ to discuss \_\_\_\_\_'s behaviour, please find the discussed Home/Contact Book in their bookbag. This is used to open up a dialogue between home and school focussing on positive aspects of behaviour as well as negative issues.

Please could you read and discuss my comment each day with your child and respond if you feel necessary. We will use this over the next four weeks and hope that it will be sufficient in getting \_\_\_\_\_ 'back on track' with their behaviour.

If you have any questions or concerns, please do not hesitate to speak to me. Thank you for your support in this matter.

Yours sincerely

Class Teacher

## Appendix 5: Home/School Contact Report

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

Dear: \_\_\_\_\_

Following our meeting on \_\_\_\_\_ to discuss \_\_\_\_\_'s behaviour, I am writing to confirm that \_\_\_\_\_ has been placed on a Home/School Contact Report. Over the next four weeks, this book will provide a record of \_\_\_\_\_'s behaviour during lesson's and at break times.

This report is used to open a dialogue between home and school focussing on positive aspects of behaviour as well as negative issues. A copy of the weekly sheet will be sent home with your child each Friday afternoon. Please spend some time discussing this sheet with your child.

We will arrange to meet again towards the end of the four weeks to discuss how \_\_\_\_\_'s behaviour is progressing.

If you have any questions or concerns, please do not hesitate to speak to me. Thank you for your support in this matter.

Yours sincerely

Deputy Headteacher

## Home Contact Report – Duration: 4 weeks

**Name**

**Date**

Day	1 <sup>st</sup> Session	Play	2 <sup>nd</sup> Session	Lunch	3 <sup>rd</sup> Session	4 <sup>th</sup> Session	Comment
Monday							
							
Tuesday							
							
Wednesday							
							
Thursday							
							
Friday							
							

Deputy Head Comment and Signature: