



# **ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL**

## **Behaviour policy and statement of behaviour principles**

### **Mission Statement**

*"I called you by your name, you are mine." Isaiah 43*

*Our mission at St. Augustine of Canterbury Catholic Primary School is to provide a learning environment in which all children and staff reach their potential in an atmosphere of kindness, empathy, honesty, gratitude, courage and love.*

*All our work is inspired by the teachings of Christ and His Church. Working in partnership with parents and carers, we aim to enhance and celebrate the moral, physical, social and emotional development of all children entrusted to us.*

*We are an inclusive community, welcoming and accepting all who enter our school, regardless of ability or background; teaching children to be understanding of the world they are growing up in, together with learning how to live alongside and respect diversity within our society.*

### **Equality Statement**

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any child and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

**This policy was reviewed:** September 2025

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## 1. Aims

St Augustine of Canterbury Catholic Primary School has high standards and expectations of good behaviour in all aspects of school life including the culture, ethos, and values of our school. Good behaviour in school is central to a good education. At St. Augustine of Canterbury Catholic Primary School, we manage behaviour well so we can provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately is vital for all children to succeed personally. Our ultimate goal is to develop self-regulation in each child and build self-esteem. The ethos of our school is such that this aim is most likely to be achieved through praise, recognition of worth, encouragement and mutual respect. Our PSHE/RSE curriculum and Catholic teachings encourages children to be good citizens and transfer these skills in their values. Everyone should treat one another with dignity, kindness and respect.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment in which all children can learn and reach their full potential.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Encourage independence and self-regulation so that each child learns to accept responsibility for their own behaviour.
- Maintain a consistent approach to behaviour throughout the school, with parental cooperation and involvement by supporting our staff's management of children's behaviour and ensuring that this happens consistently across the school.
- Encourage all children to show respect and courtesy towards staff and towards each other.
- Outline how the Governing Body and Headteacher will deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the child and at the same time supports the person who is the subject of the allegation.
- Support every member of staff to be consistent when managing and improving children's behaviour.
- Outline the support available to improve behaviour through school-based support, behaviour interventions and nurture groups.

## 2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is also based on:

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

## 3. Definitions

Misbehaviour is treated fairly and impartially as in keeping with the Catholic ethos and principles of our school.

**Misbehaviour** is defined as:

- › Disruption in lessons (within school including corridors and shared areas and on trips/visits), in school and grounds and at break and lunchtimes
- › Non-completion of classwork

- Poor attitude
- Inappropriate language
- Not following instructions/requests of supervising staff
- Dangerous 'play'

**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 such as 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - 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 child)

This list is by no means definitive; however, it does give some examples.

## 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: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

#### **Measures to prevent Bullying:**

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE/RSE lessons, children are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These include:

- PSHE and RSE teaching
- Involve children in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Awareness through anti-bullying assemblies throughout the year, children are encouraged to generate ideas and take ownership of anti-bullying activities and events, deliver assemblies and anti-bullying sessions to peers and be actively involved in writing school behaviour and anti-bullying policies.
- Circle time
- Drama/role play activities
- Playground Buddies for new children who are settling into school
- By following of the whole school behaviour policy which includes using praise and rewards to reinforce good behaviour; encouraging the whole school community to model appropriate behaviour towards one another.
- Playground monitors and Leaders in both the Infants and Juniors. The key component is to provide peer-to-peer support for children and a valuable point of liaison between children and staff. Playground friends and leaders are highly visible, wearing different coloured tabards and receive specific training for their role.
- Monitor and review our anti-bullying policy and practice on a regular basis.
- Support staff to promote positive relationships to help prevent bullying.

- Regularly canvas children's views on the extent and nature of bullying.
- Whole School Approach to online safety including cyber bullying.
- Ensure that all children know how to express worries and anxieties about bullying.
- Ensure that all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Publicise the details of internal support, as well as external helplines and websites.

See also our Anti-Bullying policy.

## 5. Roles and responsibilities

### 5.1 The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Designated Safeguarding Lead

- Promote the school safeguarding culture including training for staff to ensure their understanding that Safeguarding is everyone's responsibility.
- Follow guidance on specific behaviour issues including Child-on-Child sexual violence and sexual harassment and behaviour incidents online.

## 5.4 Staff

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable child behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging children to meet the school's expectations

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

## 5.5 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy and home/school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 5.6 Children

Children will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Children will be supported to develop an understanding of the school's behaviour policy and wider culture.



Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for children who are mid-year arrivals.

## 6. School behaviour curriculum

At St. Augustine of Canterbury Catholic Primary School our approach to creating a culture that promotes excellent behaviour permeates through our Catholic ethos and Mission Statement; *'I have Called you by your name, you are mine'*. Isaiah 43

Positive behaviour reflects the values of our school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all children, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Children are expected to:

- Behave in an orderly and self-controlled way; including on the playground, around the school and on external visits.
- Show respect to members of staff, visitors and each other.
- Children will be expected to sit quietly and listen where necessary and to make every effort in completing the work set out for them.
- In class, make it possible for all children to learn by listening and maintaining a respectful noise level consistent for learning.
- Walk quietly around the school
- Line up quietly outside classrooms.
- Children will address adults and each other by name.
- Maintain a comfortable volume within the school hall at lunchtimes to enable a calm and safe environment.
- Children walk to their line quietly at the end of break and lunchtimes and walk into school in an orderly and safe manner.
- Children are encouraged to have opinions and to express them politely. Respect for other's views and opinions are a skill which needs to be learnt early and practised often.
- Children complete any task reasonably assigned to them in connection with their education.
- Treat the school buildings and school property with respect.
- Children will be calm and safe within the cloakrooms.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

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

### 6.1 Home/School agreement

Our Home/school agreement outlines the expectations of behaviour and the commitment of the school, parents/carers and children.

The children's commitment is to:



- *Respect other children's culture, race, feelings, beliefs and values.*
- *Accept responsibility for the things that I do.*
- *Be responsible for my school and home work.*
- *Ask for help if I need it and try my best in all that I do.*
- *Ensure I take home my contact book and any letters.*
- *Be kind and speak politely to everyone in school.*
- *Take good care of the building, equipment and school grounds.*
- *Behave in a safe way.*
- *Be helpful.*
- *Tell a member of staff if I am worried or unhappy.*
- *Follow the school behaviour, anti-bullying and online safety policies.*

## 6.2 Mobile phones

Children are not allowed to have mobile phones with them on-site. The exception to this is in the case of Year 6 children who may be walking to or from school and need their mobile phone to communicate with their parent or carer. Parent/Carer permission is required to walk to and from school. If this is the case the following applies:

- Mobile phone must be switched off and handed to the class teacher upon arrival into school. The teacher will store them together in the school office.
- Children can turn their phones on when they are leaving the school site to walk home.
- Mobile phones are not to be used on the school playground including to take photos or exchange numbers etc.
- Children are not permitted to use them during the school day

See Mobile Phone policy

## 7. Responding to behaviour

### 7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the positively worded classroom rules which are written with the children
- Display, and regularly share, the school behaviour curriculum
- Develop a positive relationship with children, which may include:
  - Greeting the children as they arrive into school/class in the morning and after lunch.
  - 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.

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Following any report of child-on-child sexual violence or sexual harassment offline or online, St. Augustine of Canterbury Catholic Primary School will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The Designated Safeguarding Lead (or Deputies) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

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

## 7.3 Responding to good behaviour

All members of staff have a critical role to play in minimising misbehaviour. School staff, children and parents all share high standards of behaviour expected of all children at all times and good behaviour is promoted in the curriculum and modelled by staff. When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

- Within our school all staff use verbal praise and reinforcement of good behaviour to achieve a working friendly atmosphere where effective learning and teaching can take place.
- Communicating praise to parents and carers via the playground, email, telephone call and written communication through the contact books.
- Each teacher, at the beginning of the year, will guide their children into the making of 4 or 5 positively worded rules of acceptable conduct in their classrooms. These are displayed in a central place in the classroom.
- We use an electronic (online) reward scheme 'Class Dojo' to recognise the children's behaviour, attitude, kindness, perseverance etc.
- A 'Dojo' celebration chart is also made and displayed in the room. This has every child's name on it and a display of the 'Dojo' (behaviour point) they have earned. When a child has earned 10 Dojos they are eligible for a star. Once 15 Dojos have been achieved the child will receive a reward. The Headteacher will also be informed when the child has received 30 Dojos to enable her to celebrate their achievement through meeting with the child to praise and reward (or Mrs Burns in her absence). 50 Dojos will equate to a Reading Vending Machine token.
- We also celebrate achievements during Friday assembly, acknowledging effort and improvement in behaviour and achievement. We have a weekly reward for a member of each class who has demonstrated the school rules within the lunchtime period (chosen by the Mid-Day Supervisors).
- We have a peer citizenship award as voted for by members of each class at the end of the year in recognition of good behaviour and modelling class and school rules and values.
- Good behaviour exhibited by the whole class as a collective body will result in the teacher "putting a marble in the jar". This is displayed in the classroom. Once the marble jar is full (15 marbles) the whole class will receive a reward e.g. Golden time, popular activity

- All incidences of good behaviour are treated positively with rewards.
- We encourage and promote positive behaviour through our PSHE lessons and ethos. We 'fill our buckets' with positive comments in the classroom using a real bucket. This is shared with the class to promote kindness, positivity and value for one another.
- Position of responsibility or being entrusted with a particular decision or project.
- Whole-class rewards, such as a popular activity linked to the Marble jar.

## 7.4 Responding to misbehaviour

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

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

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

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

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

A positive approach results in acceptable behaviour in most cases. However, where behaviour remains unacceptable or a school/class rule has been broken the following sanctions will be taken.

- Verbal warning
- The child's name is put on the board which should be done with the minimum of fuss so as not to disrupt the lesson or class activity.
- If another rule is broken on the same day an X will be placed beside the name on the board and the child must sit on their own in the classroom for a specified amount of time.
- Further misbehaviour will result in a second X which means that the child misses their play (if during the afternoon session, they miss playtime the following day) and stands/walks around with an adult on the playground. Teacher informs parents.
- A third X means that the child reports to the KS1 or KS2 Lead who then informs parents.
- A fourth X results in the child going to see the Deputy Head when she will speak to the child and the child's parents at the end of the day.
- On the rare occasion of a child having a fifth X the child is sent to the Headteacher and the parents are notified.

The above procedure applies during lunch playtimes when a sanction can be issued by a midday supervisor which could count as an X and would then be transferred to the class at the teacher's discretion. The midday supervisor would advise the class teacher at the end of lunchtime. Mid-Day Meal Supervisors keep a daily log of behaviour incidences which occur during the lunch hour; this is handed to either the Headteacher or Deputy Headteacher at the end of each lunch hour after the incident has been reported to the class teacher.

In the event that the class teacher is teaching her class outside of the classroom such as in the hall or on the playground. Then an A4 board will be brought outside so that names and crosses can be added if necessary. The names and crosses would then be transferred to the main board once the class are back in the classroom.

At the end of each day the child's name and crosses are wiped off the board so that the child is coming back to school to begin a fresh day.

In addition to the responding to misbehaviour process above; the school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the child out of the class to another class, or with an adult to an intervention space
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home
- Expecting work to be completed during break time
- Expecting work to be completed during lunchtime
- In school sanction at break time, or multiple break times, depending on the misbehaviour incident(s)
- In school sanction at lunchtime, or multiple lunch times, depending on the misbehaviour incident(s)
- Loss of privileges – for instance, the loss of a prized responsibility or [loss of a place at teacher-led after school clubs etc.](#)
- [School-based community service, such as tidying a classroom, the library, shared areas etc.](#)
- Referring the child to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a child 'on report'
- Removal of the child from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the child will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Behaviour incidences are recorded on a 'Behaviour Incident' record sheet and stored in the Headteachers office. Patterns of behaviour and frequent incidences can then be identified and appropriate action taken.

## 7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Staff have received training in 'Team Teach'. Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving force.

*'Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.'*

*George Matthews - Founder*

## 7.6 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed below) found in a child's possession as a result of a search will be confiscated. These items will not be returned to the child.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- 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 child)

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

### Searching a child

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the child, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the child can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the child; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher or designated safeguarding lead (or deputy) who may have more information about the child. During this time the child will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the child has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child what a search entails - e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the child the opportunity to ask questions
- Seek the child's co-operation

If the child refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher/designated safeguarding lead (or deputy), to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a child's outer clothing, pockets, possessions, desk or trays.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the child has or appears to have control of, including:

- Desks
- Trays
- Bags

A child's possessions can be searched for any item if the child agrees to the search. If the child does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a child's possessions when the child and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the child may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the child's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the child(ren) involved. Staff retain a duty of care to the child involved and should advocate for child wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the child's parents/carers to inform them that the police are going to strip search the child, and ask them whether they would like to come into school to act as the child's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The child's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.



## Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the child, except in urgent cases where there is risk of serious harm to the child or others.

One of these must be the appropriate adult, except if:

- The child explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the child's decision and it will be signed by the appropriate adult.

No more than 2 people other than the child and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the child
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the child, unless the child specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the child specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the child could be seen by anyone else.

## Care after a strip search

After any strip search, the child will be given appropriate support, irrespective of whether any suspected item is found. The child will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the child may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any child(ren) who have been strip searched more than once and/or groups of children who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## 7.7 Off-site misbehaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child 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 child of our school

Sanctions may also be applied where a child 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 child
- Could adversely affect the reputation of the school

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

## 7.8 Online misbehaviour

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

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

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

## 7.9 Suspected criminal behaviour

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

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

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

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.10 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.

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

The school's response will be:

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

The school 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 and safeguarding policy for more information.

## **7.11 Malicious allegations**

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

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child 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 (LADO), where relevant) will consider whether the child 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 children accused of misconduct.

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

## **8. Serious sanctions**

### **8.1 In-School Sanction**

**Members of the Senior Leadership Team have been authorised by the Headteacher to give children in school sanctions.**

Children can be issued with an in-school sanction during break and lunchtimes.

The school will decide whether it is necessary to inform the child's parents/carers.

When imposing an in-school sanction, this will be in consultation with the Headteacher or Deputy Headteacher.

### **8.2 Removal from classrooms**

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

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

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

Removal can be used to:

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

Children who have been removed from the classroom are supervised by a member of staff.

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

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

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

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

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Child support units/alternative provision
- Multi-agency assessment

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

### **8.3 Suspension and permanent exclusion**

For the vast majority of children, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. However, the school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. This is to ensure that other children and teaching staff can work in safety and are respected.

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

Behaviour which may be considered for suspension or permanent exclusion at the Headteachers discretion:

- Physical assault against a pupil
- Physical assault against an adult
- Persistent disruptive behaviour
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying including online
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Drug and alcohol related
- Damage/vandalism
- Theft
- Sexual misconduct, 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
- Possession of prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Theft
- Fighting

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Please also see our Suspension and Permanent Exclusion Policy.

## 9. Responding to misbehaviour from children with SEND

### 9.1 Recognising the impact of SEND on behaviour

At St. Augustine of Canterbury Catholic Primary School, we recognise that children's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled child being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

Our approach to anticipating and removing triggers of misbehaviour are outlined below:

- Short, planned movement breaks for a child with SEND who finds it difficult to still for long periods.
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has a medical condition.
- Training for staff in understanding SEND.
- Use of separate spaces where children can regulate their emotions during a moment of sensory overload.
- Use of Zones of Regulation

### 9.2 Adapting sanctions for children with SEND

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

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time as a result of their SEND
- The child was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **9.3 Considering whether a child displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a child 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 child, 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.

### **9.4 Children with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting children following a sanction**

Following a sanction, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with the SENCO
- A report card with personalised behaviour goals

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

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

To ensure behaviour is continually monitored and the right support is in place, information relating to child behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- De-escalation
- Positive Behaviour Support / Team Teach
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development. Staff can also access free E - Learning from Medway ME Learning and National College.

A staff training log can be found in appendix 2.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, children, governors, and other stakeholders (via anonymous surveys)

The data will be analysed by the Headteacher and Deputy Headteacher

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Full Governing Body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body annually.



## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusions policy
- Anti-Bullying policy
- Child protection and Safeguarding policy
- SEND policy and Code of Practice
- Online Safety policy
- Mobile phone policy

## **Appendix 1: written statement of behaviour principles**

- Every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children 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 children, staff and parents
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Children are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and children's 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 Full Governing Body annually.

## 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

 <b>ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL</b> <b>BEHAVIOUR INCIDENT REPORT</b> 	
CHILD'S NAME:	
CHILD'S YEAR GROUP AND DATE OF BIRTH:	
CHILD'S KNOWN PROTECTED CHARACTERISTICS:	(sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation)
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (before school, Breakfast Club, lunchtime, break time, during lesson, ASC, after school etc.)	
WHAT HAPPENED? (who, what, when, where?)	
WHO WAS INVOLVED OR WITNESSED THE INCIDENT?	

WHAT IMMEDIATE ACTIONS WERE TAKEN BY REPORTING STAFF MEMBER?	
<p>WHAT SANCTIONS WERE GIVEN?</p> <p>IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS (phone call, meeting, behaviour letter)</p>	
<p>PEOPLE INFORMED OF THE INCIDENT (staff, governors, parents, police)</p>	
SIGNATURE OF REPORTING STAFF MEMBER:	
DATE:	
<p>ACTIONS TAKEN (INCLUDING REASONS FOR DECISION) AND OUTCOMES</p> <p><b>NB - TO BE COMPLETED BY DSL/DDSL</b></p>	
SIGNATURE OF DSL/DDSL:	
DATE:	

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

### First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other children's property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with member of staff, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert child's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

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

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### First Behaviour letter – return slip

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

Name of child: \_\_\_\_\_

Parent/carer name: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_

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

## Second behaviour letter

Dear [insert parent/carers name],

Following my previous letter regarding the behaviour of [insert child name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

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

-----

## Second Behaviour letter - return slip

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

Name of child: \_\_\_\_\_

Parent/carers name: \_\_\_\_\_

Parent/carers signature: \_\_\_\_\_

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



### Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert child's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher/deputy headteacher, the special educational needs co-ordinator etc.], to discuss the further support we will be putting in place for [insert child's name].

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

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

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

-----

### Third 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: \_\_\_\_\_

## In-School Sanction letter

Dear parent/carer,

I am writing to inform you that [insert child's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this in-school sanction are set out below.

Insert a brief description of the behaviour incident that led to the in-school sanction here.

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

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

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

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## In-School Sanction 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: \_\_\_\_\_