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Aims
This policy aims to:
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be good behaviour, unacceptable behaviour, including bullying
- 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 sanction

Definitions

Good behaviour
- Having **mutual respect** and **consideration** at all times for all members of the school community and property, offering friendship, being polite, sharing, tolerances of differences in appearance, race ability, religion and gender, treating others as you would want to be treated.
- **Co-operating** with others, participating in class activities, being obedient and conforming to acceptable norms as defined by the school and the school community.
- **Self-discipline** – setting, with guidance, high personal goals/standards of work and behaviour. Being able to listen. Showing awareness of right and wrong and an ability to use self-control when necessary. Realising that how you behave affects others.

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

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying
Bullying is deliberate harassment or an aggressive act, repeated, often over a period of time, which causes hurt to someone else. The hurt can be either physical or psychological and can be inflicted by one child or a group. It can also be electronically or on-line through cyber-bullying. It is usually difficult for those being bullied to defend themselves.

Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should nevertheless be taken seriously as a reflection of the child’s vulnerability. It is not bullying when two children of approximately the same age or strength have the occasional fight or quarrel.
Bullying, either physical or verbal, will not be tolerated at Stanford-le-Hope Primary School. It is everyone’s responsibility to prevent it happening and, with this in mind, guidelines have been laid down as part of the school’s Anti-Bullying Policy.

**Roles and responsibilities**

The governing body is responsible for monitoring this behaviour policy’s effectiveness and holding the head of school to account for its implementation.

The head of school is responsible for reviewing and approving this behaviour policy. The head of school 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.

Staff are responsible for:
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Explain we have rules to keep us safe and help us to learn
- Providing a personalised approach to the specific behavioural needs of particular pupils (Pastoral Support Plans for identified children)
- Recording behaviour incidents
- The senior leadership team will support staff in responding to serious behaviour incidents.

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
- Sign and follow the Home-School Agreement (Appendix A)

**Pupil code of conduct**

We implement the cooperative values of self-help, democracy, equity, equality, self-responsibility and solidarity. These should be reflected in pupils’ behaviour.

Pupils are expected to:
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Children show integrity by being honest
- Children are expected to learn to resolve conflict peacefully
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times(school colours, no jewellery, make up or nail varnish)
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

We asked the children what is meant by Good Learning Behaviour

<table>
<thead>
<tr>
<th>Listening and putting effort in</th>
<th>Look at the teacher when speaking</th>
<th>Have a growth mindset</th>
<th>Never give up on your work, even if you have tried loads of times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be creative and positive</td>
<td>Concentrate on your work</td>
<td>Don’t talk to your partner unless you need help</td>
<td>Don’t talk when the teacher is talking</td>
</tr>
</tbody>
</table>
We asked the children what is meant by ‘good behaviour’:

<table>
<thead>
<tr>
<th>Listen and be friendly</th>
<th>Treat others with respect</th>
<th>Using manners makes everyone feel welcome and happy</th>
<th>Be nice and be kind to the teachers and other children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line up sensibly and silently</td>
<td>Indoor voices</td>
<td>Keep your hands to yourself</td>
<td>Stay in your seat</td>
</tr>
<tr>
<td>Follow the rules of expectations</td>
<td>Play with people</td>
<td>Sit on your chair properly</td>
<td>Sit quietly in assembly</td>
</tr>
</tbody>
</table>

**Rewards**

**Rewards and Praises**
House points are used in the classroom as a means of rewarding good behaviour/good work. Certificates can be awarded for achievements in and out of school. Children receive stickers when they are sent to the Head of School with an excellent piece of work or for exemplary behaviour. All classes will use a displayed reward system to encourage good behaviour and work based on the house point system. House points will be totalled weekly, announced in assembly and the ‘House Point Cup’ awarded. There is then a half termly reward for the winning house.

The Midday Assistants also encourage good behaviour through the distribution of house points and lunchtime behaviour stickers. In KS1 the children are rewarded for good lunchtime behaviour with an invite to the ‘top table’ on a Friday lunchtime.

**Assembly**
Once a week, in Key Stage 2 there is a Merit Assembly. Children from each class are recognised for something that they have achieved at school that week, this is related to the co-operative values. The children are recognised during the assembly and a letter is sent home informing the parents of their achievement. The children receive a sticker.

On Friday in Key Stage 1 and reception an assembly is held which focuses on the co-operative values. Each teacher selects a child from their class who has demonstrated one of these values during the week. Parents are informed by the certificate the child receives.

The weekly newsletter includes details of the children receiving awards for the week.

**Attendance**
An attendance assembly is held at the end of every term to celebrate good attendance and an award system is in place, (see Attendance Policy).

**Behaviour Support and Sanctions**

**1, 2, 3 Magic**
The whole school uses a behaviour management strategy, it is known as 1, 2, 3 Magic. 1, 2, 3 Magic is a strategy that helps children to recognise that their low level behaviour is inappropriate and to encourage them to make the right choices for their behaviour, without giving attention for their actions. The system works in the following way:

- Teachers discuss, agree and display their expectations for learning behaviours with their class.
- Where a child is using low level inappropriate behaviour, the adult will say their name and say ‘that’s a:

  - 1" = first warning to change behaviour
  - 2" = second warning to change their behaviour
  - 3" = a consequence (a time out to reflection on their behaviour in either a partner teacher’s class, or timeout chair for the younger children)

There are agreed behaviours deemed ‘instant 3’s’ and this results in the 3rd stage of 123 Magic being initiated immediately. See Appendix B

- Parents are informed by letter if their child has been sent on time out. See Appendix D
- Time outs are recorded and stored on the School Information Management System (SIMS) and monitored closely. Several timeouts may result in a session in the Behaviour Improvement Base
(BIB) Professional judgement will be used to decide if this the appropriate course of action. See Appendix D for copies of letters.

The record of behaviour incidents can be used to inform discussions with child and parent during Termly Learning Conferences and to help set behaviour targets where these are necessary. They are also used to analyse behaviour incidents by the Senior Leadership Team.

Parents may be invited into school to discuss their child’s behaviour at any appropriate time and these discussions may involve the class teacher, phase leader, SENCO, pastoral support assistant or the head of school.

Any behaviour plans will be agreed with SENCo, child and class teacher and parents will be informed.

**Lunchtime behaviour**

We know that the majority of children behave well both in the hall and on the playground and enjoy this part of the day enormously, but a small minority do not. Our sanctions for unacceptable behaviour are detailed below.

**Unacceptable behaviour includes:**
- Being rude to members of staff
- Not doing as asked by a member of staff
- Bullying
- Fighting
- Swearing
- Throwing stones
- Deliberately damaging the school’s property

**Sanctions:**

i. Any children seen doing any of the above will be excluded from the playground and will be supervised in a classroom for the rest of lunchtime on that day, or if the incident takes place at the end of lunchtime, then on the following day. A letter is sent home informing parents of the inappropriate behaviour and sanction.

ii. Any child who has to stay in for the third time in any half term will be excluded from the playground for a week. A letter will be sent home informing parents/carers that their child will not be allowed in the playground at lunchtime for a week. They will be supervised in a classroom.

iii. If a child has repeatedly demonstrated problem behaviour as described above, discussions will be had by the Senior Leadership Team as to the appropriate sanction. It maybe they are removed from the playground every lunchtime for an extended period of time with a plan to slowly reintegrate. Parents/Carers will be informed of the decision.

iv. Any child who reaches ii be excluded from school during lunchtime for five days. Parents/Carers will be informed by letter. The child will not be allowed to stay on the school’s premises for lunchtime. Children who have free school meals will be able to collect a packed lunch from the office before going home. Each lunchtime exclusion is counted as a ‘half day exclusion’ and will be recorded as such in the child’s records

v. If unacceptable behaviour continues, on returning to school after iv. the matter will be referred to the Governing Body and may result in a longer fixed term exclusion from school.

If any one incident is felt serious enough, it is the Head of school’s decision to go straight to iv. or v. We do not expect to use iv. or v. except on very rare occasions.

**When it is considered that all strategies have been exhausted**

Advice is sought from SEN Co-ordinator and senior staff for details of possible behaviour programmes in the classroom, or for break times .i.e. report cards, pastoral support plans. These are monitored and reviewed regularly. If these programmes fail, the advice of the head must be sought and the school will contact outside agencies.

**Exclusion**

The exclusion of a child will be considered if his/her behaviour results in a threat or actual physical violence towards another person, or seriously undermines the overall discipline of the school. It is recognised that there could be a single incident that results in the fixed term exclusion of a child. However it is more likely
that the exclusion will be as a result of a more long term problem and so it is imperative that all staff involved with the child keep detailed records of any attempts to help the child improve his/her behaviour. This must include correspondence with parents and outside agencies and any behaviour programmes that were tried.

When considering a fixed term exclusion the person/s responsible for this decision (the Head of school or person acting as head of school in her absence) must consider the following, the decision:

- must not be purely punitive, but must give the child involved the opportunity to consider his/her actions. It must allow the teacher/class/ school time to address the situation with the rest of the children involved, so that discipline can be restored.
- must take into account the age of the child involved and the physical size of the child involved.
- must take into consideration the harm caused physically to another child or adult or to the premises.
- must also take into consideration the amount of support that has been provided for the child in helping them to improve their behaviour.

**Off-site behaviour**
Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

**Malicious allegations**
Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head of school will discipline the pupil in accordance with this policy.
Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.
The head of school will also consider the pastoral needs of staff accused of misconduct.

**Behaviour management**

**Classroom management**
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
They will:

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

**Class Rules**
Each class will produce its own set of rules about conduct and learning behaviours linked to our values. Classroom organisation and routines will be discussed with the class on a regular basis, every day in the first two weeks of each new term and then frequently throughout the term.
Appendix B contains a list of routines and rules that must be covered within the classroom behaviour plan.
The class rules will need to be reviewed/assessed for effectiveness on a regular basis and it may be necessary to add to, or delete certain rules and consequences in light of current class behaviour.

**Physical restraint (refer to Positive Handling Policy)**
In some circumstances, after de-escalation strategies have been implemented and failed, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
• Hurting themselves or others
• Damaging property

Incidents of physical restraint must:
• Always be used as a last resort
• Be applied using the minimum amount of force and for the minimum amount of time possible
• Be used in a way that maintains the safety and dignity of all concerned
• Never be used as a form of punishment
• Be recorded in the restraint log and reported to parents

Confiscation
Any prohibited items (listed in the early part of this policy) found in pupils’ possession will be confiscated. These items will not be returned to pupils.
We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

Pupil support
The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training
Our staff are provided with training on managing behaviour and behaviour expectations, as part of their induction process. This is linked to the 1,2,3 Magic Strategy.
Behaviour management will also form part of continuing professional development.

Monitoring arrangements
This behaviour policy will be reviewed by the head of school and local governing board every year. At each review, the policy will be approved by the local governing body.

Links with other policies
This behaviour policy is linked to the following policies:
• Exclusions policy
• Safeguarding policy
• Anti-bullying Policy
• Positive Handling Policy

Legislation and statutory requirements
This policy is based on advice from the Department for Education (DfE) on:
Statement of Expectations for Positive Behaviour for Learning

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the International Co-operative Movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

The aim of this statement is to promote responsible and respectful behaviour reflecting the Co-operative values. All Osborne Co-operative Academy Trust Schools will develop their Positive Behaviour Policy and embed the following principles.

We will:

- Work in partnership with Parents/Carers and other stakeholders to build positive relationships providing a shared ownership that is effective and strengthens the Osborne Co-operative Academy Trust;
- Develop an inclusive culture based on trust and mutual respect where differences are acknowledged and celebrated and individuality is valued;
- Create an environment to support the development of resilient students, providing excellent learning opportunities to enable children to become positive, responsible and increasingly independent members of their Academy and the wider community;
- Secure an environment in which students develop and achieve their full potential; intellectually, emotionally, socially, physically and spiritually;
- Foster a culture of consistency where staff are skilled, confident and committed to challenge students to take ownership of their behaviour for learning, self-responsibility and the impact that their behaviour has on others;
- Work together to provide equity and ensure equality for all students irrespective of need by using the breadth of expertise across the Trust; and
- Continually develop student aspirations and their participation in society to enable them to become active citizens and achieve economic well-being.

To achieve success it is recognised and accepted by all stakeholders that our students are led by example. All adults and students will model the co-operative and ethical values and understand and take responsibility for their own behaviour and the impact it has on others and in the wider community.

The legal framework:

Teachers’ Powers

- This power also applies to all paid staff with responsibility for pupils, such as teaching assistants (unless the Head Teacher says otherwise)
• Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)

• Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including educational visits

• Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. In certain circumstances this will include students out of school uniform outside of school hours

• Teachers have the power to impose detention outside of school hours

• Teachers can confiscate pupils’ property

• Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose punishment on that student

• To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher;

2. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and

3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.

• All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

a. Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); or

b. Causing personal injury or damage to property; or

c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
Our Home-School Agreement

For

Working in Partnership for Success
We all agree to live by our school co-operative values of Self-help, Solidarity, Democracy, Equality, Equity, and Self-responsibility

We hope that this home school agreement encourages families to take an active part in their child’s learning. We hope that you and your child will discuss and sign this agreement. We always welcome parents/carers to our school at every opportunity and provide advice and support to help families help their children. We actively seek the views of children via school council and parents/carers through questionnaires and general meetings.

School Vision and Aims
Our vision is for every child to become a successful, independent and resilient lifelong learner and a responsible member of the community, prepared for an ever changing world.

Our aims are that all children will:

* Be resilient learners
* Be responsible and independent people who have an understanding and respect for the values, views and feelings of others.
* Experience a wide, varied and exciting curriculum and have access to enrichment opportunities.
* Be confident with basic skills and achieving their full potential.
* Be aware of and take responsibility for their own personal safety
* Experience a positive working relationship between the community, school and parents/carers.

Our ethos is based on the cooperative values. It is our aim that everyone in the school treats each other with respect and consideration and we set high expectations for the children’s behaviour.

The school will:

* Provide a secure environment where children can feel happy.
* Educate children appropriately through a balanced curriculum which encourages independence and an enjoyment of learning.
* Keep parents/carers informed about general school matters and about your child’s progress in particular.
* Provide you with opportunities to understand the process of education by offering guidance through meetings, workshops and pamphlets etc.
* Promote high standards of work and behaviour by establishing good relationships and a sense of responsibility.

Parents/Carers will:

* Ensure that our child attends regularly, punctually and is ready to participate fully in school life.
* Support the school’s policy and guidelines for behaviour.
* Support our child in reading, homework and other opportunities for home learning.
* Inform the school of any problems at home that may affect our child’s learning.
* Ensure our child is appropriately dressed in school uniform, according to the school prospectus.

Together we will:

* Support all children
* Recognise that everyone is different and that we need to value each individual’s contribution to the school.
* Encourage all children to achieve their best.
* Encourage children to keep their rights and understand their responsibilities and consequences.
* Realise that home and school is a partnership and that we need to work together.

We agree with the requirements of the home school agreement.

Pupil’s signature ___________________________ Date ___________

Parent’s/Carer’s signature ___________________________ Date ___________

Head teacher’s signature ___________________________ Date ___________
Appendix B: Instant 3's

The following were discussed and agreed at staff training day 4.9.18

- Unwanted physical contact to both adults and children, including physical violence, aggression
- Misuse of equipment
- Throwing equipment
- Wilfully trying to disrupt the lesson
- Showing disrespect to others and school property
- Use of bad or abusive language with intent
- Racism
- Developmentally inappropriate sexualised behaviour
- Walking out of the classroom/school buildings

Appendix C: Guidelines for classroom Rules and Routines

It is essential that each class teacher has the same criteria to work from in order to discuss classroom procedures.

The following must be taken into account when setting up class rules:

- Coming in and going out of the classroom
- Movement around the classroom
- Attracting the teachers' attention
- Going to the toilet, or leaving the room for any other reason
- What to do when you have finished work
- Noise levels
- Wet playtimes
- Tidying up
- Accessing resources
Appendix D: Letter templates to be sent to parents

[Date]

First ‘Time Out’ Letter

Dear

Recently, your child, ....... Has not been behaving as well in school as they could. It was necessary to move ....... to another classroom for a ‘time out’ period because............

As you can appreciate this type of behaviour is not acceptable. However I am confident that a reminder of how to behave is sufficient. It is important that your child follows our pupil code of conduct (over the page), and I would appreciate you discussing this with them.

Yours sincerely

Class Teacher

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First Time Out/Behaviour letter – return slip

Please return this slip to the school (office) to confirm you have received this letter.

Name of child:________________________________________________________

Parent name:_________________________________________________________

Parent signature:________________________________________________________

Date:____________________

Received by:
[Date]

Second ‘Time Out’ Letter

Dear

Following the previous letter regarding the behaviour of your child, ....... I am sorry to say that they are still struggling to adhere to our pupil code of conduct. It was necessary to move ....... to another classroom for a ‘time out’ period because............

As you can appreciate this type of behaviour is not acceptable. It is important that your child follows our pupil code of conduct (over the page), and I would appreciate you discussing this with them.

If you wish to discuss this incident with me, I would be grateful if you would contact the office to arrange a suitable time.

Yours sincerely

Class Teacher

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Second ‘Time Out’ letter – return slip

Please return this slip to the school (office) to confirm you have received this letter.

Name of child:________________________________________________________

Parent name:________________________________________________________

Parent signature:____________________________________________________

Date:__________________

Received by:
[Date]

Third Time Out letter

Dear

It was necessary to move .......... to another classroom for a ‘time out’ period because............. As you will be aware this is the third occasion [add in time frame eg this week, this half term]. As a consequence of this your child will spend a session in the school’s Behaviour Improvement Base (B.I.B) reflecting how to improve their behaviour.

I would be grateful if we could meet to discuss how we can best support your child in improving their behaviour. Please contact the school office to arrange this meeting. I will arrange relevant staff members to be present.

Yours sincerely

Class Teacher
[Date]

Time Out in Behaviour Improvement Base Letter

Dear

It was necessary for .......... to spend time in the school’s Behaviour Improvement Base (B.I.B) because ........................................

As you can appreciate this type of behaviour is completely unacceptable. If this type of behaviour continues there will be further consequences as per the school’s behaviour policy.

I would be grateful if we could meet to discuss how we can best support your child in improving their behaviour. Please contact the school office to arrange this meeting. I will arrange relevant staff members to be present.

Yours sincerely

Mrs Nancolas
Interim Pastoral Support Officer
[Date]

Inappropriate Language Letter
Dear ,

This is a letter informing you that today ....... was heard and admitted to using inappropriate language in school, the words ......... used were " ".

This is totally inappropriate behaviour and ....... was spoken to by a member of staff.

It is important that your child understands that the use of such language is unacceptable and that you will speak to ....... about this and reiterate that there must be no repeat of this.

Should you wish to discuss the contents of this letter please do not hesitate to contact the school office to make an appointment to speak with me or another senior member of staff.

Yours sincerely

Mrs Nancolas
Interim Pastoral Support Officer
Dear

Lunchtime Incident letter

I am writing to inform you that it is necessary for ……to spend … lunchtime/s in the Lunch time reflection room because …. …..

As you can appreciate this type of behaviour is unacceptable. Your child has had a chance to discuss what happened on the playground and reflect on the behaviour displayed. I have also had an opportunity to discuss our pupil code of conduct and I have made clear our expectations of behaviour within the school community.

If you wish to discuss this incident with me, I would be grateful if you would contact the office to arrange a suitable time.

Yours sincerely,

Mrs J. Nancolas
Interim Pastoral Support Officer

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Lunchtime Incident Letter – return slip

Please return this slip to the school (office) to confirm you have received this letter.

Name of child:__________________________________________________________

Parent name:__________________________________________________________

Parent signature:_______________________________________________________

Date:________________________

Received by: