



# St. Paulinus Catholic Primary School

"Inspiring all to live, learn and love in the light of Jesus."



(I am the light of the world; whoever follows me will never walk in darkness but will have the light of life." cf John 8:12)

## Behaviour Policy

### Version control

Version number	Date	Revisions made	By who?	Approval date
v1	September 2018		D. Hutton / C. Bentley	
v2	September 2019		D. Hutton / C. Bentley	
v3	April 2020	COVID-19 addendum	G. Duarte	
V4	September 2019	COVID-19 addendum	G. Duarte	3.9.20
V5	19/9/2021	Sexual harassment section added	G.Duarte	
V6	01/02/2023	Updated with new information	D Hutton/ C Beirne	

Signed ..... Date .....

Headteacher

Temple Road, Dewsbury, West Yorkshire, WF13 3QE

*'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.'* Ofsted 2017

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## **Behaviour Policy**

### **Mission Statement**

"Inspiring all to live, learn and love in the light of Jesus"

The Governors and Staff of St. Paulinus Catholic Primary School, Dewsbury, commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for every child in the school according to their needs and affirming their achievements.

"The Gospel of Jesus Christ and the teachings of the Church express values and attitudes which enable all of us to grow towards personal fulfilment, to have a concern for wholeness and to recognise what diminishes us and what enables us to grow. Consequently, it is not enough simply to inform children of the churches teaching, we must help them to develop an appreciation of the values underpinning that teaching and thus they can be helped to make informed decisions and choices throughout their lives...."

(Social and Moral Education in Catholic Schools – Bishops Conference 1994)

*"All pupils are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times".*

The influence of the school as a Christian community cannot be overestimated and, in this respect, the following factors are seen as important.

1. Staff united in sharing a common vision of expectations of standards of behaviour.
2. Use of rewards, praise and encouragement more than sanctions and punishment thus placing the emphasis on the more positive aspects of behaviour.
3. Opportunities for pupils to succeed and achieve.

### **Aims**

This policy aims to:

Provide a consistent approach to behaviour management.

Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Outline how pupils are expected to behave.

Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Outline our system of rewards and sanctions.

### **Legislation and statutory requirements**

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

Behaviour and discipline in schools: advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation at school 2018

Searching, screening and confiscation at school 2022

The Equality Act 2010

Keeping Children Safe in Education

Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022.  
Use of reasonable force in schools  
Supporting pupils with medical conditions at school  
Mental Health and Behaviour in Schools Guidance

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.  
In addition, this policy is based on:

In addition, this policy is based on : Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 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 give schools the authority to confiscate pupils' property

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## **Definitions**

**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
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

**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 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)

## Policy on Bullying

At St. Paulinus Catholic Primary School, we believe bullying is:

“Any deliberate behaviour that is persistent and may be physical, verbal, or emotional and focused on an individual or a group and has a significant effect on that individual or group. This includes the hurtful use of social and electronic media.”

### Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

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, words, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.**

**<http://www.stpaulinuscps.org.uk/wp-content/uploads/2023/01/Anti-Bullying-Policy-2023-2026.pdf>**

### **Rewards and Sanctions**

At St. Paulinus Catholic Primary Academy our main aim is to focus on the praise and commendation of our children, rather than punishments.

#### **Rewards**

All staff use praise to reinforce positive behaviour.

- We encourage children to work together as a team.
- Key Stage reward assemblies are held weekly to celebrate outstanding effort, behaviour, and achievement. Teachers are asked to choose a child who has modelled these values in the previous week.
- Termly Headteachers Certificates are awarded during a special assembly to those children who have 100% attendance.
- A whole school daily reward system - Children gain Dojo points for good behaviour. Parents have access to their child's Class Dojo so they can see their rewards.
- Every 3 weeks a child is nominated for a virtue certificate for displaying the virtue of the week through their actions. This is awarded in celebration assembly.
- Each class will have its own Individual Reward System where children will be given individual points, stickers, stamps, certificates and prizes to reward good behaviour and work.

#### **Sanctions**

The staff will take a staged approach towards dealing with unacceptable behaviour. At each stage or step the child will receive an agreed punishment. The punishments will be known to both staff and children and will therefore ensure consistency and fairness when dealing with incidences of unacceptable behaviour. If behaviour improves at any stage, they can go back to step one.

- |        |  |
|--------|--|
| Step 1 | The child will be asked to stop up to two times. If still not co-operating they will have a Dojo point removed.  |
| Step 2 | If unacceptable behaviour continues, their name will go on the board or in a record book. He/she will then result in missing some of their playtime, either in class with the teacher or standing by the wall on the playground. |
| Step 3 | The child will be removed to an empty table on their own in the classroom, away from their peers and/ or they will be removed and sent to the other year group classroom   |
| Step 4 | The child will be sent to discuss their behaviour with the Key Stage Assistant Headteacher.  |
| Step 5 | The child will be asked to work in the corridor, outside of the classroom of the phase leader – the class teacher's door is propped open to maintain visual supervision.   |
| Step 6 | If behaviour continues to not improve, or is a severe behaviour, the child will be sent to the Deputy Headteacher and accompanied by an adult. The Deputy Headteacher will   |

discuss the behaviour with the child and actions will be put in place. The incident will be recorded and the Headteacher informed. If the deputy headteacher is not available, the child will be brought to the headteacher.

Sanctions may include:

- A reprimand for the behaviour
- Missing break or lunchtime
- Completing work during free time
- Having to report to Deputy Head to share the work for the day to show that they are now following instructions.
- Going on a behaviour report

All children have the opportunity to earn back their privileges (such as playtimes etc) by showing that we can trust them

- Step 7 If behaviour persists a meeting (this is likely to take place over the phone) will be held with parents or a letter will be sent home to parents informing them of the schools' concern about the child's behaviour. We expect School and parents to then work together to support the child.
- Step 8 A behaviour chart will be put in place and any lost privileges will need to be earned back by the child showing that we can trust them to make good choices. The child will also have an opportunity to earn rewards for showing good behaviour over the week.
- Step 9 If child's behaviour continues to be poor or an incident is deemed extremely serious the school may take further steps such as fixed term exclusions (suspensions) or a permanent exclusion. Taking this step is very serious and the school is eager to try all other avenues to help the child before pursuing this one.

Children who reach step 4 regularly may be regarded as children with behavioural difficulties and a behaviour log will need to be completed on CPOMs. The school may feel the need to involve outside agencies. In extreme circumstances the school may exclude the child from school.

Serious incidents of misbehaviour (i.e., violence, racism, fighting) will be recorded on CPOMS system and actions will be taken to ensure that the matter is dealt with and that parents are informed so they can reinforce the key messages at home as well.

Please note: if a behaviour is considered serious e.g., fighting, bullying, aggressive behaviour it is sometimes needed that a child misses earlier steps, and they will come straight to the Deputy Headteacher or Headteacher. This is to protect them and other children in our school. St Paulinus does not accept or condone fighting or bullying in any way. If a child is having a problem, they should seek help from an adult and not try to solve it themselves.

### **The School Rules**

- We will always try to do our best at everything we do.
- Always treat others the way you would like them to treat you.
- Always show respect for others and their property.
- We always walk quietly and sensibly on the left-hand side, line up and take turns.
- We are courteous to one other.
- We keep our hands and feet to ourselves.

- We use our manners and speak to others how we would want to be spoken too.

### **The Role of Governors**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The Role of the Headteacher**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- 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 on CPOMs (on behaviour) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **The Role of the Teachers and staff**

Staff are responsible for:

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

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

### **The Role of 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.
- 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, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.
- Inform the school in a calm manner if their child has reported an incident so that it can be dealt with in school

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.

### **Pupil code of conduct**

Pupils 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 standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.

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

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

Pupils 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 pupils who are mid-phase arrivals.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

### **Sanctions for sexual harassment and violence may include:**

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 and 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 (this can be found within the policies section of our website or contact the school office to request a paper copy).

### **Off-site behaviour**

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

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

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

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

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

### **Online Behaviour**

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

It poses a threat or causes harm to another pupil.

It could have repercussions for the orderly running of the school.

It adversely affects the reputation of the school.

The pupil is identifiable as a member of the school.

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

### **Racial Equality**

As a school we accept zero tolerance in this area. If there are any incidents of racial discrimination, they are logged in school and with Kirklees. If comments continue further, prevent team will be notified and invited to do work with the pupil, parents or both.

For more information see the schools Equality and Diversity Policy.

### **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 (SENDCO) 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.

### **Safeguarding**

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

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition session(s) with their new teacher(s). In addition, staff members hold transition meetings and attend the Summer term pupil progress meeting.

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.

### **Malicious allegations**

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

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

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

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

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

### **Positive Handling**

All staff attended training for positive handling September 2019

(<http://www.positivehandling.education/>). For more information see the schools Positive Handling Policy. When any new member of staff joins the school team they will attend this training. It will be renewed as a whole school on a 3 years cycle.

### **Reasonable force**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Can be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip/ visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Cannot be used to:

- use force as a punishment – it is always unlawful to use force as a punishment.

Further guidance regarding advise on use of reasonable force can be found in the government publication – use of reasonable force in schools or at

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## **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 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

## **Acceptable Behaviour**

**In lessons:**

- Getting into class on time
- Making sure we have what we need
- Listening carefully
- Following instructions
- Helping each other when we should

- Being sensible at all times
- Doing our best possible work
- Complete assigned work
- Keep hands and feet to ourselves

#### **In the corridors and cloakroom:**

- Moving quietly, gently and sensibly around the school on the left hand side of the corridor
- Being ready to help by letting people pass or by carrying things
- Keep hands and feet to ourselves

#### **In assembly/Mass:**

- Listening to the music at the start and at the end of assemblies
- Going in and out in silence and in line with hands joined in prayer
- Joining in the assembly, listening when we should
- Not distracting others
- 

#### **In the Dining Hall at lunchtime**

- Going in and out of lunch sensibly and quietly
- Using our best table manners
- Talking to our friends quietly
- Tidying up after ourselves

#### **In the Playground**

- Playing fairly
- Being kind to everyone
- Stopping and waiting in silence when a whistle is blown
- Lining up and walking into school in silence

#### **To Staff**

- Treating all the staff with respect
- Doing as we are told without fuss or argument

## Lunchtime Behaviour

### DINNER HALL

Dining Hall rules:

1. We walk in the dining hall.
2. We remember to say "please" and "thank you".
3. We put our rubbish away.
4. We talk quietly to the people next to us.
5. We stay in our seat until we have finished eating.
6. We line up quietly.

Above rules are displayed around the dining hall.

### PLAYGROUND

- Year 6 monitors would normally bring out equipment when they have finished their dinner and put in designated area..
- Each year group will have the option to choose different equipment to use each day from the box with supervision by lunchtime supervisors.
- Playing with equipment is not compulsory but children can only access their equipment that day otherwise they play own games or football.
- Usually, football is only played on the ball court or top field depending on weather and only with supervision of lunchtime supervisor, however this is assessed by the supervisor as to whether there is adequate space within their phase area to play the game.
- Lunchtime supervisors are responsible for a given year group and they will supervise their play equipment and assist with lining up at the end.
- Lunchtime supervisors have a book which contains their role description and a copy of the rewards and sanctions. The book is used to record names of children who are given warnings.
- Playground rules (displayed around exits) :
  1. **We keep our hands and feet to ourselves.**  
We don't hurt others.  
We don't spoil others' games.
  2. **We care for the playground.**  
We don't damage or spoil anything.
  3. **We show respect to all other children and adults.**  
We don't interrupt.  
We tell the truth.  
We follow instructions.
  4. **NO swearing, NO name calling, NO put downs.**

## **SANCTIONS**

1. Verbal warning
2. Second warning (name written in book)
3. 5 minute time out
4. Refer to Senior Lunchtime Supervisor (Mrs. McNally) for the next steps

The children will start at stage 1 and work through the sanctions, however if a more serious incident occurs then sanction 4 is implemented straight away. If behaviour continues a red card may be given and/ or the child may be put on a behaviour chart for lunch times.

## **Red Card System**

The red card is given for continuous poor behaviour or more serious matters. The system works on a termly basis and every new term the child has a fresh start. Red cards are given for:

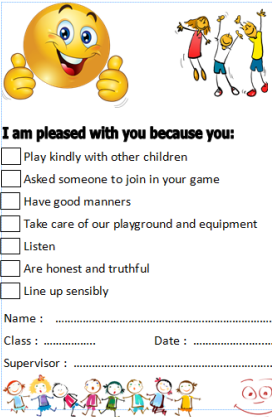
1. Call someone unkind names
2. Ignore an instruction.
3. Hurt another child physically.
4. Being rude to an adult
5. Break the safety rule.
6. Use inappropriate language.

1<sup>st</sup> red card – loss of one lunch time and teacher to meet with parent

2<sup>nd</sup> red card – loss of lunchtime, in isolation outside the Deputy Headteacher's office, for up to a week and a red card letter sent home.

3<sup>rd</sup> red card – Child to have dinner off the school premises.

It is the responsibility of the Senior Lunchtime Supervisor to use CPOMs to record this incident and inform the child's class teacher before the start of afternoon registration.



**I am pleased with you because you:**

- ☐ Play kindly with other children
- ☐ Asked someone to join in your game
- ☐ Have good manners
- ☐ Take care of our playground and equipment
- ☐ Listen
- ☐ Are honest and truthful
- ☐ Line up sensibly

Name : .....

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

Supervisor : .....

## **REWARDS**

1. Verbal Praise
2. Stickers
3. Award Dojos (School Reward System)

## **ROLES OF LUNCHTIME SUPERVISOR**

1. Supervise year group playing with equipment, encouraging them to use it safely and imaginatively where possible.

2. At the end of lunchtime, supervise Year 6 children putting the play equipment away.
3. Apply rewards and sanctions fairly and consistently to all children.
4. Report any serious incidents to Senior Lunchtime Supervisor.
5. At end of lunchtime, all books to be given to Senior Lunchtime Supervisor.

### **Policy Monitoring and Review**

This policy will be reviewed annually or when there are significant changes. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Whistleblowing policy
- Equality and Diversity policy
- SEND policy.
- RPSHE policy
- Online safety policy

## Appendix 1: staff training log

[illegible]



## Appendix 2: behaviour log

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	



## Appendix 3: letters to parents about pupil behaviour - templates

### First behaviour letter

Dear parent,

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

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

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

Yours sincerely,

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

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

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

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### Behaviour letter – return slip

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

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

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

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



## Second behaviour letter

Dear parent,

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

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

**Insert details of how to contact the school to arrange the meeting.**

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

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



### Third behaviour letter

Dear parent,

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

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

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

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

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

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