

ACET

Behaviour Policy and Statement of Behaviour Principles

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Business Lead		Author	Daisy Dunning
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1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- o Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- o Behaviour in schools: advice for headteachers and school staff 2022
- o Searching, screening and confiscation at school 2018
- o Searching, screening and confiscation: advice for schools 2022
- o The Equality Act 2010
- o Keeping Children Safe in Education
- o Exclusion from maintained schools, academies and pupil referral units in England 2017
- o Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- o Use of reasonable force in schools
- o Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- o Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- o 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
- o 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
- o 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.

3. Definitions

Misbehaviour is defined as:

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

- o Incorrect uniform

Serious misbehaviour is defined as:

- o Repeated breaches of the Brookfield Golden Pledges
- o Any form of bullying
- o Sexual violence (intentional sexual touching without consent)
- o 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
- o Vandalism
- o Theft
- o Fighting
- o Smoking
- o Racist, sexist, homophobic or discriminatory behaviour
- o Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- o Deliberately hurtful
- o Repeated, often over a period of time
- o 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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

5. Roles and responsibilities

5.1 The governing board

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

5.2 The principal

The principal 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

- o 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
- o Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

5.3 Teachers and staff

Staff are responsible for:

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

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

5.5 Pupils

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

- o The expected standard of behaviour they should be displaying at school – reminder of Brookfield's Golden Pledges
- o That they have a duty to follow the behaviour policy
- o The school's key rules and routines

- o The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard – reminder of the 'Good to be Green' behaviour system process
- o 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.

6. School behaviour curriculum – Brookfield's Golden Pledges

We are proud of our academy and will show this by:

- o Wearing our uniform
- o Being on time and ready to learn from our teachers and each other
- o Looking after our academy, including everyone and everything in it
- o Being kind, polite, helpful and aware of other people's feelings
- o We respect each other
- o Treating other people, the way they would like to be treated
- o Trying our best, working hard and learning from our mistakes
- o Being honest and always telling the truth

Each classroom will display Brookfield's Golden Pledges to remind children of the expectations

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

6.1 Mobile phones

Mobile phones should be switched off before a pupil enters the school premises and handed to their class teacher for safe keeping all day. They will be stored safely in the teacher's classroom and handed back to pupils at the end of the school day. They should not be switched back on until the pupil is off the school premises. Pupils are not allowed to use their mobile phones on the school premises or have access to them during the school day.

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:

- o Create and maintain a stimulating environment that encourages pupils to be engaged
- o Display the 'Good to be Green' behaviour system and Brookfield's Golden Pledges
- o Develop a positive relationship with pupils, which may include:
 - o 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

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 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to ACET's safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil'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:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, stickers, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class rewards – every Friday 30 mins of 'Golden Time' for pupils who have remained on 'green' all week
- Group rewards at the end of each half term for pupils who have remained on 'green' all half term

7.4 Responding to misbehaviour

When a pupil'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 trauma informed, consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

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

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

The school will use the Good to be Green stepped approach to addressing behaviour

- o Staff may use a visual prompt to remind pupils of the expectation
- o If behaviour continues, the child will be discretely issued a 'Stop N Think' card as a visual reminder of the expectation and they will verbally be reminded of their choices and the consequence of continuing
- o If behaviour continues, the child will be discretely issued a 'Yellow Warning' card as a visual reminder of the expectation and they will verbally be reminded of their choices and the consequence of continuing. They will be reminded that receiving a Yellow card results in missing 5 minutes of Golden Time the following Friday
- o If behaviour continues, the child will be discretely issued a 'Red Consequence' card as a visual reminder of the expectation and they will verbally be reminded of their choices and the consequence of continuing. They will be reminded that receiving a Red card results in missing all of their Golden Time the following Friday. Red cards will be recorded on CPOMS and shared with SLT and SENCO. 3 Red cards in a half term may result in an individual behaviour support plan being written with the pupil, parents and staff. Parents will be informed over the phone/email on the day a red card is issued and a letter will go home with the child.



In addition to the use of the cards, to support with de-escalation the following may apply:

- o Sending the pupil out of the class or having a 'change of adult'
- o Expecting work to be completed at home, or at break or lunchtime
- o Staying in at break or part of lunchtime, or having adult support if self-regulation during unstructured time is of concern
- o Loss of privileges – for instance, the loss of a prized responsibility
- o Referring the pupil to a senior member of staff
- o Suspension or internal isolation
- o Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil 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.

7.5 Confiscation, searches, screening

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

7.6 Off-site misbehaviour

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

- o Taking part in any school-organised or school-related activity (e.g. school trips)
- o Travelling to or from school
- o Wearing school uniform
- o 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:

- o Could have repercussions for the orderly running of the school
- o Poses a threat to another pupil
- o 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 a staff member (e.g. on a school-organised trip).

7.7 Online misbehaviour

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

- o It poses a threat or causes harm to another pupil
- o It could have repercussions for the orderly running of the school
- o It adversely affects the reputation of the school
- o 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.

7.8 Suspected criminal behaviour

If a pupil 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 principal 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.

7.9 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:

- o Proportionate
- o Considered
- o Supportive
- o 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:

- o Responding to a report
- o Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

Please refer to ACET's safeguarding policy for more information.

7.10 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 consider whether to 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 consider whether to 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 (LADO), 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.

8. Serious sanctions

8.1 Staying in at break or lunchtimes

Pupils can be asked to stay in at break or lunchtimes by the SLT.

The school will decide whether it is necessary to inform the pupil's parents.

8.2 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is 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 pupils 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:

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

Pupils who have been removed from the classroom are supervised by a member of the SLT or Inclusion Lead and will be removed for a maximum of half a day.

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

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

Parents 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 pupils who are frequently removed from class, such as:

- o Meetings with Inclusion Lead
- o Use of teaching assistants
- o Short term reward charts e.g. sticker charts
- o Long term behaviour support plans
- o Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS and share with the SLT.

8.3 Suspension and permanent exclusions

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.

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

Please refer to ACET's exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- o Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- o Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- o If a pupil 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 pupil concerned.

- o Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- o Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- o Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- o Training for staff in understanding conditions such as autism
- o Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- o Whether the pupil was unable to understand the rule or instruction?
- o Whether the pupil was unable to act differently at the time as a result of their SEND?
- o Whether the pupil is likely to behave aggressively due to their particular SEND?

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

The school will then assess if 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 pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

9.4 Pupils 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

This could include measures like:

- o Reintegration meetings
- o Daily contact with the Inclusion Lead
- o A personalised reward chart
- o An Individual behaviour support plan

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils 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, 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.

12. Training

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

- o De-escalation and trauma informed practice
- o The needs of the pupils at the school
- o How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- o Behavioural incidents, including removal from the classroom
- o Attendance, permanent exclusion and suspension
- o Use of pupil support units, off-site directions and managed moves
- o Incidents of searching and confiscation
- o Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the principal.

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

- o At school level
- o By age group
- o At the level of individual members of staff
- o By time of day/week/term
- o 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 it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the principal and full governing board 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 governing board.

14. Links with other policies

This behaviour policy is linked to the following policies:

- o Exclusions policy
- o Safeguarding policy
- o SEN Policy
- o Antibullying policy

Appendix 1: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE
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Appendix 2: letters to parents about pupil behaviour - templates

First behaviour letter – following first red card issued in a half term

Dear [insert parent 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 pupils’ property’.]

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

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name] 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: _____

Second behaviour letter – following second red card issued in a half term

Dear [insert parent name],

Following my previous letter regarding the behaviour of [insert pupil 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 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 - following third red card in a half term

Dear [insert parent 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 pupil'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, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil'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: _____