



Dream, Believe, Achieve

We are a school, rooted and inspired by Christian values, which nurtures children to achieve infinitely more than we might ask or they may dream; empowering them so they can flourish as confident citizens now and in the future.

BEHAVIOUR AND ANTI-BULLYING POLICY

(Including exclusion arrangements)

Last reviewed on: September 2020

Next review due by: September 2021

Introduction

This policy is referred to on our website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full on an annual basis. This policy was last reviewed in September 2020. It is due for review in September 2021.

This policy is written in keeping with the Education Act (2011) and consideration of the School's aims and values.

Aims

The aims of this policy are to provide a moral framework to guide our approach to behaviour, to create and maintain an ordered environment, where boundaries are clear and expectations are high, to improve social skills, emotional health and well-being, to enable high standards of teaching and learning, where progress and success are celebrated and to promote respect and tolerance for each other.

Our guiding principles are in our schools vision statement and the Christian themes we teach and share with the children and wider community of St Michael's:

Dream, Believe, Achieve

We are a school, rooted and inspired by Christian values, which nurtures children to achieve infinitely more than we might ask or they may dream; empowering them so they can flourish as confident citizens now and in the future.

- *Ephesians 3:20 "Now all glory to God, who is able, through his mighty power at work within us, to accomplish infinitely more than we might ask or think."*

Objectives

Children are entitled to be taught and be able to learn in a respectful and comfortable environment. To this end all members of the school community will show respect for one another and will model positive behaviour and promote the development of children's social and emotional development and behaviour. Good behaviour and positive attitudes will always be acknowledged and rewarded and appropriate plans will be made and action taken to reduce the risk of poor behaviour occurring. When there is unacceptable behaviour, sanctions will be applied consistently. As a rule all staff will look beyond poor behaviour and treat children holistically, considering all their needs, physical, emotional, learning and behavioural. Our approach to promoting appropriate behaviour for effective learning is rooted in 'Norfolk Steps' (previously Team Teach) philosophy and practice.



Golden rules

- We are respectful, friendly and kind to others.
- We always try to do our best.
- We listen carefully and wait for our turn to speak.
- We look after ourselves and keep ourselves safe.
- We look after everything around us.
- We walk inside our school.

Through consistent application of these golden rules we believe and intend that children should develop self confidence and self control, understanding and consideration towards others, pride in themselves and their school, an enduring interest in learning, independence and responsibility for their own learning, a sense of fairness and equality, respect and tolerance, a feeling of responsibility for their environment and a determination to succeed.

Implementation

It is the responsibility of the **Governors** of the school to ensure that the behaviour policy is followed in the school. The Governors must make and review a written statement of general principles to which the Headteacher must have regard in determining any measures to promote good behaviour and discipline. Before making this statement, the Governors must consult the Headteacher, other paid and unpaid members of the school workforce (as deemed appropriate by the Governors), pupils of the school, parents of pupils at the school and school partners. The statement of General Principles will include respect, fairness, social inclusion, tolerance, equality, improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, promote welfare of all pupils and good relations across the school community. Vulnerable pupils, including looked after children (Children in Care), children with SEN, physical or mental health needs, will receive behavioural support according to their need.

The **Headteacher** must determine measures to be taken with a view to promoting, among pupils, self-discipline and proper regard for authority, good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils. The Headteacher must make sure that the standard of behaviour of pupils is acceptable and that pupils complete any tasks reasonably assigned to them in connection with their education.

All **staff** will treat all pupils equally, irrespective of gender, race, religion or disability. They will play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently. They have a responsibility to model the type of behaviour felt to be acceptable and will endeavour to label the behaviour and not the child, e.g. 'that was unkind', not 'you were unkind'. All staff will be alert to signs of bullying and racial harassment and will deal firmly with and alert other staff to such problems. They will deal sensitively with pupils in distress, will listen to them and deal with any incident appropriately in accordance with processes rules and sanctions. Staff will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties. All staff will keep a careful eye on vulnerable children and monitor their progress every week.

Children can expect their achievement academic or otherwise, to be recognised and celebrated. Rewards will be accessible to all pupils (these are never taken away). Celebration assemblies will be used to acknowledge achievements and foster a sense of community. Children will be encouraged to share their achievements with school staff and examples of achievement will be displayed around the school. Children will be expected to follow the Golden Rules as detailed in the Home/School agreement.

All **parents** will be expected to work in partnership with the school to ensure high standards of behaviour. They should help the children to understand the School's golden rules and the need for rules in society. They will support the School's systems of rewards and sanctions.



Rewards

We encourage and support good behaviour in a wide variety of ways, depending on the age of the child, for example:

- immediate verbal and/or non-verbal praise, such as eye contact, a BIG smile, a thumbs up
- Stickers for sticker charts
- Headteacher stickers
- Whole class awards e.g. marble in the jar, 'golden time', Class Dojo
- Special celebration assemblies
- Comments at parent consultations which focus on behaviour and attitude to learning
- Records of achievement/end of year report comments which reflect on behaviour and attitude to learning

Unacceptable behaviour and sanctions

Examples of unacceptable behaviour:

- Disobedience to reasonable instructions
- Answering back, rudeness or verbal or physical aggression e.g. shoving
- Foul language and swearing; including rude and offensive hand gestures
- Unkind remarks, to and about, other children
- Hiding or stealing other children's or school property
- Deliberate and targeted name calling, teasing or racist comments
- Damaging property
- Biting, spitting, hitting and kicking
- ANY form of bullying behaviour

Sanctions for unacceptable behaviour are applied to children who are unable to follow the school rules at any time in the school day. There will be pupils who choose to test the boundaries and others who behave inappropriately for different reasons. These pupils need to know that there are consequences for every action and that some consequences are positive and some are negative.

Children are warned that their behaviour is unacceptable and they are told what will happen if it continues. Consequences can include the following, but this will always depend on individual circumstances.

Thinking time – within the classroom at first, in another classroom if poor behaviour persists (see below)

Missing a part of play times by having to stand with a staff member on duty

Missing lunchtimes (supervised by staff member)

Sending to the Headteacher

Contacting home in serious cases

Staff should draw on their experience and consider all the skills they have when dealing with poor behaviour. They should use a 2 reminder system consistently. Use of the 'de-escalation script' (see appendix 1) can ensure emotional and social aspects of learning are taken into account during de-escalation. Staff should also appreciate that pupils may sometimes require 'space' or thinking time and can be set alone in a small withdrawal area, unobtrusively monitored. Examples of strategies staff may use include:

- Tactically ignore it - more appropriate for minor issues (this is commonly known as tiddling).
- Use of non-verbal cues to redirect the children towards their work, board, book, activity etc.
- Use a calm tone of voice to state "... is not appropriate. In our school we ..."
- Move the child's name to the thinking cloud or similar visual reminder. This can vary from class to class.
- Use the '2 reminders' script (see appendix 2).



- Move the child to a table/space/carpet tile to continue their work alone.
- Remove 5 minutes of the child's playtime.
- Calmly re-state the instruction, such as "You need to sit on this chair, ready to learn, thank you" (Be clear that this is not a request, it is an instruction.)
- Tactically ignore behaviour (It is vital that tactical ignoring is used for some attention seeking behaviours. Adults must be ready to provide suitable praise when the child decides to comply).
- Use the 'help script' to de-escalate a potentially difficult situation.
- Withdraw the child from the lesson, time out in another class, making sure that work is made up later, during playtime, for example.
- Give the child thinking time so that they can calm down and re-focus before rejoining the lesson.

Thinking time- this should be limited to a few minutes only and is to be used for the child to take a short break away from the activity. It could be to calm down, to go for a drink, to do an errand, to take the situation off the boil.

Withdrawal- i.e., thinking time in another class for no longer than 10 minutes in the first instance, but for longer if necessary. This is always under supervision and could be used to help a child calm down, but the time away from a task may need to be made up later, often at break time.

In the playground, the first time a rule is broken, a verbal warning will be given to the child. The second time a rule is broken, the child will be asked to walk with the adult on duty for five minutes. On the third occasion the child will be sent to the Headteacher or senior teacher who will assess the severity of the rule breaking and initiate sanctions and behaviour management strategies as appropriate.

The beginning of every session indicates a fresh start for the pupils; we do not refer back to inappropriate behaviour from an earlier session.

In exceptionally serious cases fixed term exclusion would have to be considered. The procedures followed will be those recommended by the LA and are outlined below.

The School recognises that in a very few cases of poor behaviour, force may have to be used to ensure that children remain safe.

If a child leaves the School premises without permission, staff will monitor the child's location and safety, wherever possible, usually from a distance and quietly to allow calm down time. If the child does not return then the parents are informed. If parents cannot be contacted the police are informed. (Leaving the school premises without permission is known as absconding.)

The nursery supports the school's rules and encourages good behaviour. If necessary, nursery children who are unable to behave appropriately are given thinking time - i.e. removed from an activity, given a place to be apart from the others for a short period of time. Nursery staff work very closely with parents and outside agencies in dealing with children who may be experiencing difficulties managing their own behaviour.

As children move through the school, those who find it hard to learn to behave as we would wish continue to be taught the value and benefits of good behaviour. The PSHE curriculum specifically supports this.

Staff may search a child for any item which the staff deem inappropriate, dangerous or which may adversely affect the welfare of themselves or another. The headteacher may authorise staff to search children or their possessions, without consent. School staff can seize such items found as a result of the search and will take appropriate action.



Bullying

Bullying in any form will not be tolerated in this school. All bullying incidents will be dealt with promptly by staff according to our guidelines. All children have a right to learn in a safe, caring, supportive environment without any fear of bullying. We define bullying as 'a deliberately hurtful behaviour, often repeated over a period of time, with intent to cause pain or distress to another or others. Prejudice-based bullying is unacceptable and will always be challenged.

The four main types of bullying are:

- Verbal (names, personal remarks, threats, malicious notes, graffiti)
- Indirect (rumours, ignoring, isolating, excluding)
- Physical (pushing, poking, hitting, kicking, damage, theft)
- Cyberbullying/emails, texts

Everybody must be alert to signs of bullying and inform a senior member of staff of their suspicions as soon as possible. There may be changes in behaviour, such as self harm, being absent, feigning illness, being unusually clingy, becoming shy or nervous, or showing reluctance to join in with activities.

To prevent bullying teachers will raise the issue with children in circle times and be clear that it is always unacceptable. Children will be taught to say 'I don't like it', and tell a member of staff, when they feel intimidated, bothered or threatened. Children will be made aware that any bullying is taken very seriously and that their worries will be listened to and dealt with.

The school will use anti-bullying week annually to highlight issues and develop awareness. Bullying will be discussed at the September INSET day with all staff, to underline a consistency of approach throughout the school. Staff meetings, circle times, PSHE curriculum sessions and assemblies will cover the topic of bullying, including cyber and prejudice-based bullying, and how to respond to it.

All staff will be made aware of any bullying going on as soon as it starts. If they notice any bullying behaviour they will intervene immediately at the first sign of intimidation, and report to the Headteacher straight away thereafter.

A log of all bullying activity will be kept and followed up by the Headteacher, and parents will be involved in resolving the problem and offered support if appropriate.

All bullying incidents will be recorded and analysed regularly by the Headteacher. Proven incidents will always be communicated to the Governing Body as a confidential item at their full meeting and an annual report to Governors will be produced.

Behaviour management

It is the policy of St Michael's School to try to deal with all behavioural issues in an active and positive way, employing a wide range of strategies. Exclusion will only be considered for disciplinary reasons, in response to serious or persistent breaches of this policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school.

We recognise that young children often have 'blips' in their behaviour and we will always manage these occurrences sensitively, involving parents where appropriate. Children whose behaviour is causing concern are defined as those who regularly fail to respond to the expectations set out in this Behaviour Policy. All teachers are aware that the steps described below are there to support all children and to act as a deterrent to those regularly breach reasonable expected standards.



When poor behaviour persists class teachers should alert the Headteacher and a decision should be reached about the best course of action to be taken considering all factors. This will usually mean following the steps detailed below.

(Appendix 3 – Behaviour flow chart and preformed letters.)

Preliminary Step

The class teacher sends the child to the Headteacher to receive a verbal warning. The child is placed on a behaviour chart appropriate to him or her for two weeks. Parents will be informed at this stage using a preformed letter. During this time the teacher will use circle times, PSHE and Forest School sessions, and other strategies to reinforce the behaviour policy of the school.

At the end of this period the matter will be reviewed and it is hoped that improvements will have begun to emerge and the behaviour chart can be stopped.

If poor behaviour begins again after a break the chart will be used once again and parents will be told by the class teacher that this is continuing.

Level 1

The Headteacher gives a formal warning. The class teacher to inform parent by letter that the school has concerns about their child's behaviour. A copy of this policy will be sent at the same time and a request made for the child's parents to arrange to meet the class teacher. This should come as no surprise if the preliminary step is followed properly.

At the meeting parents will be informed that their child's behaviour will be monitored closely and that their name will be put on the Behaviour Register.

The child's views will be sought and 'Wishes and Feelings' work will be started if it hasn't already been used.

For the following 6 weeks the child will be given as much positive encouragement as possible and will be rewarded for following class and school rules in line with the school's Behaviour Policy. An IEP for behaviour will not be needed at this stage.

The Headteacher will monitor the situation and review after six weeks (or half a term) to determine the progress made. If improvements are seen a decision will be made to remove the child's name from the behaviour register or to keep it there subject to further improvement. The child will be praised and given every encouragement to keep improving. At the end of a term the child will either be taken off the register or moved to Level 2.

Level 2

The Head teacher will write to the parents informing them of the decision to move the child to Level 2 and the reasons for it.

A meeting with the parents involving the Headteacher and class teacher will be arranged.

The child's views will be sought and 'Wishes and Feelings' work will be started if it hasn't already been used.

The Headteacher, as SENCO, will place the child on the School's SEN register at School and an IEP for behaviour will be written. Systems, routines and reward charts, for example,



will be tailor made to the specific needs of the child and designed to support them in making progress in small, manageable steps. All factors will be taken into consideration and every effort made to solve the problem.

This IEP will be discussed with parents, as well as the child, and they will be asked to sign and support it.

During this stage external agencies may be asked to support, for example, the Parent Support Advisor, School to School support, Short Stay School for Norfolk.

After half a term the child's behaviour is reviewed. If improvements are seen the child will be told and rewarded. However, at this point the child will not be moved back to Level 1. The remaining half term will be seen as a period of consolidation of the acceptable behaviours.

If after the term the child has continued to show signs of improvement they will be stepped back to Level 1 for a further monitoring period then removed from the Register altogether. At all stages the parents will be kept fully informed and involved.

If, however, no or little improvement is made the child will be placed on Level 3.

Level 3

- At this stage the approach towards supporting and modifying the behaviour should still remain positive. The class teacher must make sure that the child's IEP for behaviour is realistic and that all support provided is well documented.
- The documentation should show all the strategies being implemented by the school and specify the reasonable adjustments that are being made to support the child.
- A multi-agency meeting such as the Family Support Process may be offered.
- Support will continue to be sought from external agencies as detailed in the School's SEN offer. If no improvement is seen after a further half term a formal referral may be made to a specialist support service, such as a Specialist Resource Base.
- Parents will be kept informed at all times either by the class teacher or Headteacher as SENCO.
- If no progress is being made despite all efforts the child will be placed at level 4 and the Headteacher will meet parents and confirm in writing that exclusion is imminent.

Exclusion

Level 4

- A child who is already placed at level 3 is receiving a great deal of support; however this should not interfere with the school's decision to exclude a child if their behaviour is unacceptable.
- A child is placed at level 4 when the Headteacher implements exclusion.
- Parents and children are made aware at the start of the process that failure to modify and control anti-social behaviour in school will result in fixed term exclusion from school. As the child progresses through the stages the likelihood of the exclusion rises.
- Parents of children at Level 3 of the policy, who are not complying with school rules, will be sent one warning letter stating that the behaviour changes needed are not in evidence. Part of this letter will explain that one further unacceptable incident will result in an exclusion of between one and three days.
- Exclusion from school is a serious step to take, but it is sometimes the only course of action available to the school. Actions for exclusion from the school day will be implemented when a child is responsible for any of the following actions.
 - physical assault on another child or member of staff.



- constant disruption to the education of other children.
 - regular breaches of the school's behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
 - deliberate and wilful damage to school property.
- It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

Exclusion procedure

If a decision to exclude is made the following procedure will be followed.

- The child will be excluded, initially for a period of 1 - 3 days.
 - Parents, guardian or carers will be notified immediately by telephone (by the end of the school day at the latest) and told that exclusion will take effect from the following morning.
 - A formal letter will be sent outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
 - The Governing Body, via the Chair of Governors, will be notified at the time exclusion is decided, as will the local authority.
 - The school will also work to put in place a support plan for the pupil for his or her return.
 - Staff at the school, parents, other agencies, the attendance service and, if deemed appropriate, the child, will all be consulted and involved in drawing up the support plan.
- If the incident leads to the discovery that there is a Child Protection issue, the school will put the matter into the hands of the appropriate agency, continue to monitor the situation and work closely with that agency.

It is hoped that in most cases following exclusion, the child will be able to return to school with a more positive attitude and a subsequent improvement in behaviour.

Protected pupils

Some groups of children are protected by law from unfair treatment in terms of exclusion.

- Pupils with special educational needs: Guidance is that schools should avoid permanently excluding children who have a statement or EHCP, other than in the most exceptional circumstances. This includes those undergoing assessment for an EHCP.
- Disabled pupils: Schools have a duty under the Disability Discrimination Act 1995 not to discriminate against pupils by excluding them from school because of behaviour caused by their disability. Discrimination is seen as occurring where a disabled pupil is treated less favourably than other pupils for a reason relating to their disability, without justification.
- Discrimination: This can also occur where a school fails to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.
- Pupils from racial minorities: The law places specific duties on schools to ensure they do not discriminate against pupils on racial grounds. Schools should monitor and analyse exclusions by ethnicity to ensure they do not treat some groups of pupils more harshly than others. Schools are required to assess whether policies that lead to sanctions, including exclusion, have a disproportionately adverse impact on pupils from particular racial groups. If an adverse impact is identified that cannot be justified, then the policy and practice should be reviewed.
- Children in care: Exclusion of children in care should be an absolute last resort. Before exclusion schools, in conjunction with the LA, should first consider alternative options for supporting the child. No child in care should be excluded without discussion with the LA.



Excluding a child not on the behaviour register

If a child who is NOT already on the Behaviour Register seriously breaches the School's Behaviour Policy there will be a thorough investigation by the Headteacher and consideration will be given to the use of a one to three-day fixed term exclusion in order to show the child that the school will not tolerate such actions. Similarly the parents of any other parties involved will be made aware, by letter of the course of events and action taken by the school.

The Headteacher may consider that the behaviour of a child poses a serious threat to the safety and welfare of others. If this is the case a longer period of exclusion will be implemented and a meeting of the Senior Leadership Team will be convened to consider the possibility of a permanent exclusion. The school will provide work for the child to complete at home.

Staged returns to school

Following a fixed term exclusion consideration should be given to the staged return of a child into school. If this is considered to be a suitable course of action it should be noted in the IEP. However the school recognises that this type of arrangement is one which can only be entered into voluntarily with the child's parents. If agreement is given the re- integration plan will be carefully staged and monitored by the Headteacher. At all times work will be provided for the child to complete when not in school and lunchtime meals provided in the form of a packed lunch.

Exclusion at lunchtime

All parents and children should be made aware that inclusion in lunchtime is dependent on the school's ability to reasonably supervise children. If a child regularly presents behaviour difficulties which cannot be regulated by normal school sanctions the Headteacher must consider implementing lunchtime exclusion. Prior to implementing exclusion the Headteacher will warn the child and will write to the parents expressing the School's concerns. Children will still be provided with lunch as usual.

Dealing with allegations of abuse against staff

In response to an allegation, staff suspension is only justifiable if there is no reasonable alternative. Allegations that are found to be malicious are not recorded on personnel records. In the case of an allegation, the Headteacher must be informed immediately (or the Chair of Governors or other senior staff). They will inform the LADO and provide support for the staff member facing the allegation.

Equality impact statement

We have considered the positive or negative impact this policy may have and its potential to cause unlawful direct or indirect discrimination, or whether any opportunities to promote equality have been missed. During the consultations for this policy we have considered the duty to promote equality of opportunity and good relations.

APPENDIX 1

Agreed de-escalation script:

Before a crisis -

'Tell me what's wrong and I will listen.'

Make the right choice, you know it makes you feel better inside.

During a crisis -

'This behaviour is not acceptable'

'Make the right choice, I know it makes you feel better inside'

'Come with me to your space and I will listen'



'I've noticed you are hot/you have tears/a sad face... are you feeling upset / angry?'

After a crisis –

I know you are disappointed / cross / angry. I sometimes feel like this too. We need to learn how to deal with this.

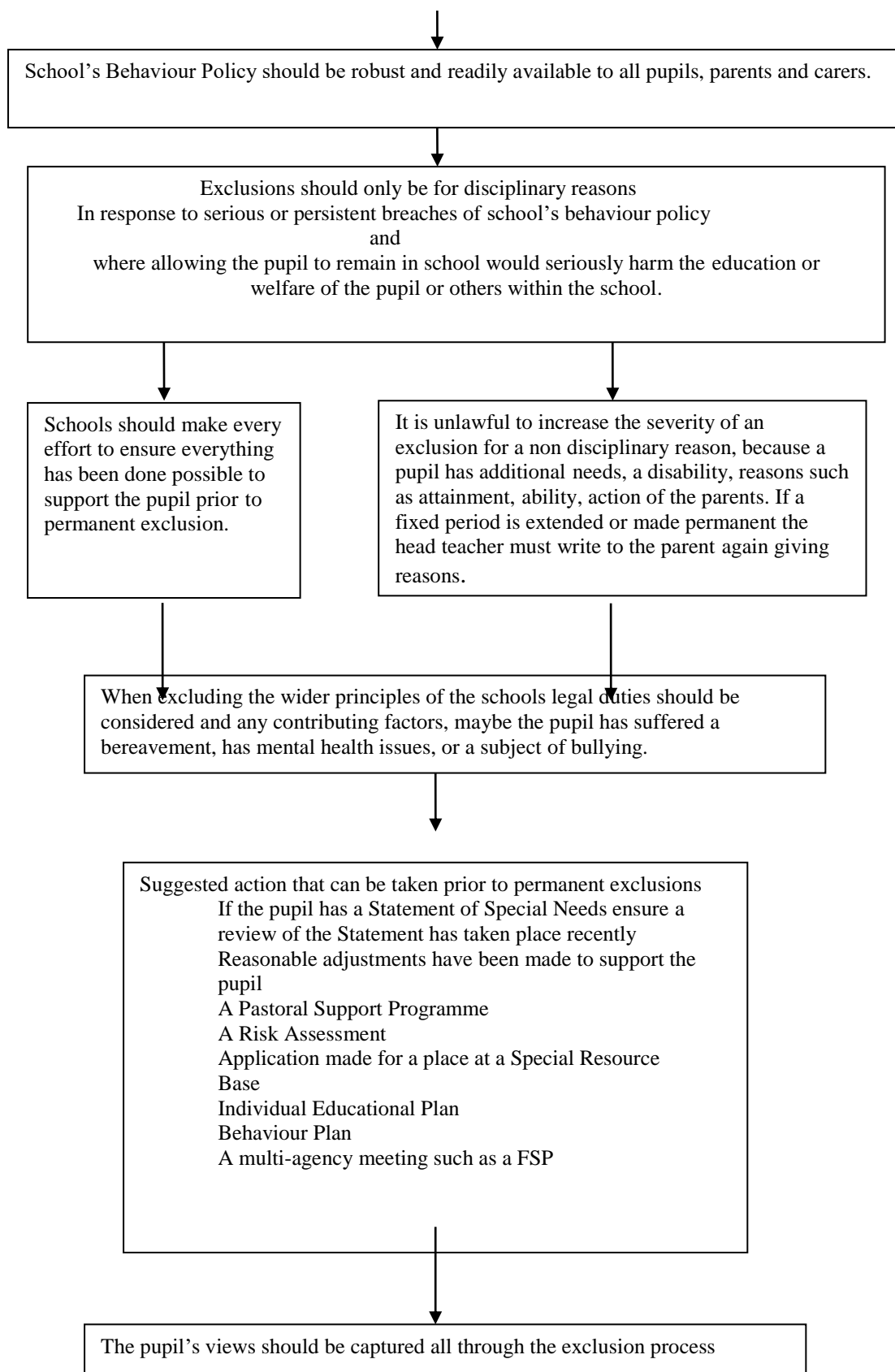
APPENDIX 2

Two reminders

"This is a reminder that I have just asked you to..."

"This is your 2nd reminder and the xxx behaviour needs to stop now or I will have to..."

Exclusions





Pupil excluded in a morning session: the exclusion takes effect from that afternoon and notice must be given to parents without delay. If of compulsory school age, by the end of the afternoon session

Head teacher or acting head decides to exclude permanently

Only in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Pupil excluded at the end of afternoon: session exclusion takes effect from the next school day. Notice must be given to parents without delay, if of compulsory school age, by the end of the afternoon session

Notify the parent without delay ideally by telephone, followed by a letter. Notice must be in writing and state all the required facts in the guidance.

If pupil is provided with alternative provision meeting all regulation requirements before the 6th day, they are marked on the school register under code B (Education off site).

Governing body and the LA must be informed without delay and the 'home' LA if different.

Provision must be made by the LA from the 6th school day of exclusion.

If pupil is not provided with alternative provision until the 6th day, they should be marked absent on the school register using code E (Exclusion).

If any exclusion would result in the pupil missing public examination, the governing body should try to meet before the date of the examination.

On receiving notice of the exclusion, the governing body must convene a meeting within 15th school days to consider the exclusion. The governing body must invite the parent, pupil, head teacher and an LA Officer at a mutually agreed time. Written evidence should circulate as far as possible, at least 5 days before the meeting, i.e. written statements, including witness statements, the excluded pupil's views and a list of attendees.

The governing body may ask the LA Officer for advice and the LA Officer can make representations but the governing body must make its decision alone, asking the other parties to withdraw. Only the clerk may stay.

The governing body must inform the parent, the head teacher and the LA Officer of its decision in writing without delay stating the reasons. They must also state the last date for lodging an application for a review to the Clerk, Democratic Services, Chief Executive's Department and explain the grounds for the review must be set out in writing, requesting a Special Education Needs expert if required. A copy of the letter should be placed on the pupil's school record with copies of relevant papers and Minutes kept in Governors' Confidential files

If the parent makes an application for a review within the time limit the review should be within 15 days after the day on which the review is lodged. The review panel considers and has only three options: uphold the exclusion, recommend the governing body reconsider their decision, or quash the decision and direct the governing body to consider the exclusion again.

If the governing body's decision is upheld the pupil is removed from the admission attendance register only after the review process has been completed.



APPENDIX 3

Management of difficult and potentially dangerous scenarios

If a child refuses to comply

1. Send to a nearby classroom or radio for support. This will signal that another adult should come in and see the child, distracting them and removing them as unobtrusively as possible. If they then comply, give them thinking time in an appropriate area and tell them gently they are expected to return after 5 minutes and talk to their teacher.
Remember, 'thinking time' is one of the best de-escalation techniques we can use.
2. If this doesn't work, remove the child's audience by taking the class and quietly leave for the hall, another classroom, wherever is free. At the same time, place a different TA/teacher in the room, for **safety**. They should then 'tib', ('**tibbing**', is another great technique,) wait for things to quieten down and then offer choices. Make HT aware this is going on and he will decide how best to proceed. It might be a phone call home, a surprise visit, even an offer to play. Although we often feel this isn't fair there WILL be consequences and the child will NOT have got away with it their poor behaviour choices.





Preliminary behaviour letter

Dear [insert parent name],

Recently, your child, [insert pupil name], has not been behaving as well in school as they could.

It is important that your child understands the need to follow the school rules set out in our behaviour policy, 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: _____

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: _____

Level 1 behaviour letter

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 policy. A copy of which is included with this letter.

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

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

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: _____

Level 2 behaviour letter

Dear [insert parent name],

I am sorry to report that, despite meeting your child's class teacher and discussing the schools behaviour policy, [insert pupil name] has continued to misbehave.

[Insert pupil name] 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 myself and your child's class teacher/s. We will 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,



Mr John Neenan
Headteacher/SENDCo

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: _____

Level 3 behaviour letter

Dear [insert parent name],

I am sorry to report that following on from our previous meeting discussing for a second time the schools behaviour policy, [insert pupil name] has continued to make very poor choices.

To further support your child, we will now be looking at external advice and support. At this time, I must inform you that if this behaviour continues we will be looking at possible fixed term exclusions.

I would be grateful if you could attend a meeting with myself and your child's class teacher/s. We will 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,

Mr John Neenan
Headteacher/SENDCo

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: _____

Exclusion letter

Dear _____,

I am writing to inform you of my decision to exclude [name] for a fixed period of eight days. This means that s/he will not be allowed in school for this period. The exclusion begins on [date] and ends on [date]. As you are aware, we have been seeking extra support for [name]. I have been in constant contact with [insert appropriate agencies] and the Local Authority since [date] in order to get [name] the support s/he needs and deserves.



I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [name] has not been taken lightly. [name] has been excluded for this fixed period because of [insert reasons for exclusion].

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion period unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for [name] to be completed on the days specified in the previous paragraph as above school days during the period of his exclusion. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact Mrs Olivia Corfield, Chair of Governors by email on office@st-michaelsaylsham.norfolk.sch.uk, as soon as possible. Whilst the governing body/ management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST, which is scheduled to become part of the Health, Education and Social Care Chamber of the First Tier Tribunal from November 3 2008 under the new tribunal arrangements). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You are both requested to attend a reintegration interview with me at St Michael's School on [insert date] If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of [name]'s behaviour record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of [name]'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Norfolk LA on **01603 303333** who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) – an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or text 'AskACE' to 68808 [insert reference to local sources of independent advice if known.]

[name] exclusion expires on [date] and we expect [name] to be back in school on [date and time]



Yours sincerely,

A handwritten signature in black ink, appearing to read 'John Neenan', written over a light blue horizontal line.

Mr John Neenan
Headteacher