

# Woore Primary and Nursery School



## Behaviour policy and statement of behaviour principles

<b>Full Governors</b>	Spring 2025
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Woore Primary and Nursery School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: **'Ready, Respectful, and Safe.'**

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- <https://www.gov.uk/government/publications/school-exclusion>

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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 88-94 of the [Education and Inspections Act 2006](#), which require 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
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3. 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
- Refusal to follow instructions
- Defiance

- Hurting other pupils
- Inappropriate language/gestures

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour 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
- Vandalism
- Verbal/Physical abuse to staff/peers
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Running out of school
- 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 one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> </ul> 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 our anti-bullying strategy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Designated Staff**

The designated safeguarding lead (DSL) and deputy designated lead are responsible to ensure the utmost safety for all pupils. Where bullying, sexual harassment and child on child abuse is suspected, DSL's will investigate cases sensitively and thoroughly and follow the necessary procedures to eradicate the problem.

### **5.4 Staff**

Staff are responsible for:

- Implementing the behaviour policy **consistently**
- Modelling positive behaviour
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion 'deliberate botherdness'
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 4 for a behaviour log)

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

### **5.5 Parents**

Parents are expected to:

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Follow school rules and instructions
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rules

All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. Rules are further discussed and developed at a class level. Our school rules are;

❖ **Be Ready**

❖ **Be Respectful**

❖ **Be Safe**

## 8. Rewards and sanctions

Please see behaviour matrix (Appendix 1) which outlines the different levels of behaviour and the actions which should be taken to respond to the behaviours.

### 8.1 List of rewards and sanctions

***Positive behaviour will be rewarded with:***

- Praise-those behaving and working positively, going 'Over and Above'
- Class Dojo points
- Positive notes home to parents
- Stickers
- Hot Chocolate Friday
- Special responsibilities/privileges
- Prizes for target Class Dojos/reading
- House points/house rewards
- End of year awards

***Low-level disruption will be managed primarily through Paul Dix's 5 steps:***

1. **Reminder**-reminder of the three rules: Ready, Respectful, safe
2. **Caution**-Clear verbal caution, making child aware of their behaviour and outlining consequences if they continue.
3. **Last Chance**-Speak to the child privately and give final opportunity to engage. Offer a positive choice to do so. Refer to previous examples of good behaviour. Use 30 second scripted intervention. Ask the child to stay 2 minutes after class, this is time owed back to the teacher. This is not part of future negotiation on behaviour. It cannot be removed, reduced or substituted.
4. **Time Out**-This could be: a short time outside of the classroom, on the thinking spot or at the side of the field of play. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves
5. **Repair**-This might be a quick chat at break time in the yard or a more formal meeting.

Other negative behaviour preventative measures might include:

- a disapproving look
- a 'when/then' agreement (when you have ... then you can ...)
- physical proximity of an adult
- redirection of behaviour

- motivational challenge
- varied use of teacher's voice

### **Restorative Conversations**

Following negative behaviour from a child/group of children it is important to begin with a restorative conversation. **As Paul Dix says, 'Punishment doesn't teach better behaviour, restorative conversations do'**. Paul Dix suggests to: walk and talk, play with lego, play doh, jigsaws etc. Then the conversation takes a different pace and everything is less focused.

#### **The Restorative Five**

1. **What happened?**
2. **What were you feeling/thinking at the time?**
3. **How do you feel about it now?**
4. **Who has been affected?**
5. **What should we do to put things right?**

### **Consistency**

Staff need to ensure that they are consistent in the Paul Dix approach with children across the school. There may be times, however, where the special educational needs of the child require a different and more tailored approach. In these cases, guidance on managing specific pupil's behaviour should be taken from the child's individual plans. These should be informed from advice from the SENCO and external agencies.

**The school may use one or more of the following sanctions in response to unacceptable behaviour:**

- Expecting work to be completed at home
- Time out/reflection
- Missing part/all of playtime
- Loss of privileges
- Referring the pupil to a senior member of staff
- Pupil removed from the classroom (exceptional circumstances, supervised, time limited to 30 minutes)
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Behaviour plan

### **Reflecting on Behaviour**

Children will always be asked to reflect upon their behaviour and consider how it has affected others and what should be done to put things right. At stage 1, this will likely be a verbal response to a member of staff and from Level 2 to Level 4, this will be a written reflection. For serious behaviours, the child will also be asked to write a letter of apology.

**See appendix 5 for sample letters to parents about their child's behaviour.**

We may need to separate the pupil from others in response to serious or persistent breaches of this policy. Pupils will be supervised by a member of staff, and they will be expected to complete curriculum work/activities as they would in class.

## **8.2 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:

- Referring pupil to headteacher
- Letter home
- Meeting/telephone call with parents/carers
- Loss of privileges
- Going on report

If a child continues to sexually harass or show violence towards others after other sanctions have been exhausted, the following sanctions may be given:

- Internal exclusion
- Suspension
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

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

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

### **8.3 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).

### **8.4 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 and KCSIE Allegations of Abuse against Staff policy more information on responding to allegations of abuse against staff or other pupils.

## **9. Behaviour management**

### **9.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This **MUST** be consistently delivered across the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, by:
  - Greeting pupils in the morning/at the start of lessons
  - Displaying 'Deliberate Botherdness' (Paul Dix)
  - Establishing clear rules-Ready, Respectful, Safe
  - Establishing clear routines (Paul Dix's '3 Step Routine')
  - Regularly communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour using the terms 'Over and Above'
  - Having a class recognition board
  - Concluding each session/day positively and starting the next afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Recording unwanted behaviours according to level

### **9.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

### **9.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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

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

## **9.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9.5 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.

## **10. Pupil transition**

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

When new systems are developed, pupils are consulted and upon and re-induction of systems are delivered when required.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **11. Training**

On induction, staff all read and are supported to understand the behaviour policy and associated behaviour school behaviour systems. Our staff are provided with training on managing behaviour, including proper use of restraint (as and when required).

Behaviour management will also form part of continuing professional development.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

**The written statement of behaviour principles (appendix 2) will be reviewed and approved by the full governing board annually**

### **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy
- Physical Restraint Policy

## Appendix 1: Behaviour Matrix

LEVEL 1- Minor Inappropriate Behaviours (recorded in class behaviour books if persistent)		
Behaviour	Consequence	Adult Responses (as far as deemed appropriate)
<ul style="list-style-type: none"> <li>• Low level disruption-class and corridor</li> <li>• Talking when they should be listening</li> <li>• Being noisy/excessive talking</li> <li>• Answering back/ poor attitude</li> <li>• Interrupting others</li> <li>• Calling out/making silly noises/fidgeting with equipment</li> <li>• Pushing in the line</li> <li>• Walking around the classroom without permission</li> <li>• Distracting others</li> <li>• Bickering/squabbling</li> <li>• Teasing</li> <li>• Telling tales</li> <li>• Failing to complete a task</li> <li>• Disrespecting environment/property</li> <li>• Play fighting/rough play</li> <li>• Running in school</li> </ul>	<p>Verbal reminders:</p> <p><b>-REMINDER</b> <b>-CAUTION</b> <b>-LAST CHANCE</b> <b>-TIME OUT</b> (5 mins, immediately) <b>-REPAIR</b></p> <p>Uncompleted work to be sent home for completion.</p> <p>Potential use of individual behaviour system.</p> <p>Preventative measures:</p> <ul style="list-style-type: none"> <li>• a disapproving look</li> <li>• a 'when/then' agreement (when you have ... then you can ...)</li> <li>• physical proximity of an adult</li> <li>• redirection of behaviour</li> <li>• motivational challenge</li> <li>• varied use of teacher's voice</li> </ul>	<p>Praise someone displaying appropriate behaviour.</p> <p>Restorative Approach:</p> <ol style="list-style-type: none"> <li>1. <b>Reminder</b>-Ready, Respectful, Safe</li> <li>2. <b>Caution</b>-Clear verbal caution, naming behaviour and consequences, tell the child what you expect, refer to previous good behaviour</li> <li>3. <b>Last Chance</b>-Private conversation, last chance to engage before time out</li> <li>4. <b>Time out</b>-Either: short time out of classroom, on thinking spot or at the side of the field of play. (Few minutes to calm down, breathe, reflect)</li> <li>5. <b>Repair</b>- Quick chat at break time on the playground or a more formal meeting</li> </ol> <p>Record:</p> <ul style="list-style-type: none"> <li>• Class Behaviour Book</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Individual Chronology (Children with repeated Behaviours)</li> </ul> <p>If persistent: <b>See Level 2</b> Managed by: Class teacher or Support Staff</p>
Level 2- Major Inappropriate Behaviours (or persistent low-level behaviours)		
Behaviour	Consequence	Adult Responses (as far as deemed appropriate)
<ul style="list-style-type: none"> <li>• Level 1 behaviour continues after adult intervention</li> <li>• Rudeness/ Arguing</li> <li>• Lying</li> <li>• Refusal to follow adult instruction/Defiance</li> <li>• Inappropriate name calling</li> <li>• Inappropriate physical contact (i.e. kicking, hitting, pushing)</li> <li>• Inappropriate language/gestures</li> <li>• Graffiti</li> <li>• Threatening Behaviour</li> </ul>	<p>Discussion with class teacher/support staff about the unwanted behaviours.</p> <p>Miss 10/15 mins playtime <b>Or</b> 10/15 mins visit to another class/work with TA in corridor, hall or Oasis room</p> <p><i>(Adult to choose appropriate action depending on pupil/circumstances)</i></p> <p>Child to complete 'Reflection Sheet' in this time supported by an adult.</p>	<p><b>Follow up with restorative conversation</b></p> <ol style="list-style-type: none"> <li>6. <i>What happened?</i></li> <li>7. <i>What were you feeling/thinking at the time?</i></li> <li>8. <i>How do you feel about it now?</i></li> <li>9. <i>Who has been affected?</i></li> <li>10. <i>What should we do to put things right?</i></li> </ol> <p><b>Multiple /regular incidents</b>-Class teacher to speak with parents at the end of the school day. Possible involvement of SENCO/ Headteacher. Use of individual behaviour system/ consideration of additional needs Possible period of monitoring on a report system</p>

		Record: <ul style="list-style-type: none"> <li>• Class Behaviour Book</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Individual Chronology (Children with repeated Behaviours)</li> </ul> Managed by: Class teacher or Support Staff (SENCO/Headteacher if persistent and additional intervention is required, e.g behaviour plan)
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**Level 3- Serious Unacceptable Behaviours**

Behaviour	Consequences	Adult Responses (as far as deemed appropriate)
<ul style="list-style-type: none"> <li>• Vandalism/Damage to school property</li> <li>• Dangerous refusal to follow instructions</li> <li>• Swearing at another child/staff</li> <li>• Spitting at another child/staff</li> <li>• Bullying</li> <li>• Theft</li> <li>• Fighting</li> <li>• Severe inappropriate physical contact towards pupils/staff</li> <li>• Inappropriate sexual behaviour</li> <li>• Verbal abuse towards pupils/staff</li> <li>• Running out of classroom during lessons</li> <li>• Severe Threatening Behaviour</li> </ul>	<p>Miss whole break time/lunch time (must be supervised by an adult)</p> <p>Child to complete 'Reflection Sheet' and apology letter in this time supported by an adult. (If insufficient time to complete then time out of class required also-corridor, hall or Oasis room)</p> <p>Loss of privileges</p> <p>Discuss with child about informing their parents and possible internal exclusion/suspension (depends on severity and whether persistent)</p>	<p><b>Follow up with restorative conversation (see Level 2)</b></p> <p>Involvement of Headteacher (Senco where advice needed for children with SEND) Parents Contacted Possible involvement of other agencies Behaviour Plan and/or Behaviour contract Possible Internal Exclusion Possible suspension</p> <p>Record:</p> <p>ABC Record (Antecedent, Behaviour, Repair)</p>

**Level 4- Severe Incidents (and persistent Level 3 Behaviours)**

Behaviour	Consequences	Adult Responses (as far as deemed appropriate)
<ul style="list-style-type: none"> <li>• Persistent L3 Behaviours</li> <li>• Absconding from School</li> <li>• Racial/Homophobic abuse or discriminatory behaviour</li> <li>• Sexual Harassment/Violence</li> <li>• Smoking</li> <li>• Possession of prohibited items</li> </ul>	<p>Parent Contacted/letter home</p> <p>Loss of privileges</p> <p>Going on report</p> <p>Internal Exclusion</p> <p><b>Repeated/Serious Incidents:</b></p> <p>Suspension</p> <p>Possible reduced timetable</p> <p>Possible permanent exclusion for repeated incidents</p>	<p>Ensure safety of pupil if absconded from school site</p> <p>Individual Pupil Behaviour management plan/Pupil Planning Meeting</p> <p>Consider reduced timetable</p> <p>Headteacher to follow DFE and LA/MAT guidance on exclusions</p> <p>Refer to exclusion policy</p> <p>Report Hate Crimes to LA</p> <p>Record:</p> <p>ABC Record (Antecedent, Behaviour, Repair)</p> <p>Managed by: Headteacher</p>



## **Appendix 2: written statement of behaviour principles**

**Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others**

**All pupils, staff and visitors are free from any form of discrimination**

**Staff and volunteers set an excellent example to pupils at all times**

**Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**

**The behaviour policy is understood by pupils and staff**

**The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions**

**Pupils are helped to take responsibility for their actions**

**Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life**

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing annually.





## Appendix 4

### Behaviour Chronology

<b>Name:</b>	<b>Date of Birth:</b>
<b>Brief Summary of Events prior to chronology:</b>	

<b>Date</b>	<b>Antecedent</b>	<b>Behaviour</b>	<b>Consequent Event</b>

## Appendix 5 ABC Record

To be completed for all Level 3 (Major) and Level 4 (Severe) incidents of inappropriate/unacceptable behaviour

*Level 1 & 2 incidents should be recorded in class behaviour logs*

Date:		Person Completing:	
Child Concerned:			
Nature of Incident:			
<b>Antecedent</b>			
What was the environment?			
What was the child doing?			
Who else was present?			
How was the child's mood? (Based on what evidence?)			
<b>Behaviour</b>			
What happened?	<i>A description of exact behaviours of the child. Be specific, detailed and objective in recording what was seen and heard.</i>		
<b>Consequent Events</b>			
How did you respond?			
How did the child respond to your reaction?			
Did anyone else react to the behaviour (child or adult)?			
What was the consequence given for the behaviour?			
Does any further action need to be taken?			

## Appendix 6: 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.

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 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: \_\_\_\_\_