



## Our Behaviour Policy

**Adopted by the Governing Body:**

**Date last reviewed:** May 2023 (In response to OFSTED recommendations and DfE statutory guidance linked to suspensions)

**Next review date:** January 2026

**Signed:** (Chair of Governors)

**Signed:** (Headteacher)

**‘Whatever you do, work at it with all you heart.’ Colossians 3:23**

At Long Itchington Church of England Academy we strive for a culture of excellence in which all children have the right to a high standard of education, offering them the best opportunities to work hard, be happy and make good progress. Our behaviour policy is firmly rooted in Christian values and the behaviour and safety of pupils is of paramount importance. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance and is rooted in positive practices that celebrate good behaviour in line with our school values.

### **Aims:**

- To create a culture of positivity and exceptionally good behaviour so that children are able to maximise their learning.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control of and reflect on their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To ensure that excellent behaviour is an expectation for all.

### **Our School Rules:**

- Be ready
- Show respect
- Stay safe

These three core rules are the overarching principles which guide the expectations of children and staff in the school.

## **Our Approach**

The policy aims to support children to behave appropriately and responsibly and become increasingly independent members of our community. At all times, we seek to positively encourage them to make good choices about how to behave. Research suggests that the key to implementing an effective behaviour policy is consistency.

### **We will communicate a positive, predictable and safe environment by...**

- Giving consistent responses from adults in line with the policy so that children are clear about what is acceptable and what is not
- Ensuring the consistent use of agreed rewards and sanctions across the school
- Checking children understand instructions before a task begins
- Ensuring learning outcomes have been explicitly modelled with clear expectations for task/time/success
- Creating a learning environment which reduces cognitive overload, e.g. concise working walls and the use of a visual timetable
- Creating a safe space for 'making mistakes, building perseverance and learning better'
- Creating a culture where there is a balance between 'cold calling' and 'hands up'
- Ensuring there is a 5:1 between positive and negative used in the classroom
- Using positive and explicit language, e.g. fantastic walking, great respect, brilliant listening, praising others nearby who are demonstrating desirable behaviour, are we ready for learning

### **We will establish effective routines and expectations by...**

- Explicitly teach routines in line with the school day
- Practising routines (particularly key transition points) half termly
- Reinforcing routines through use of praise/rewards

## **The Long Itchington Way**

At Long Itchington we also recognise and promote 'The Long Itchington Way' which outlines simple steps we can take to create a positive culture in our school.

- Saying Good morning or good afternoon
- Opening doors for others
- Recognising and owning our mistakes and apologising for them
- Helping others to be solution focused

Our transitions document that helps exemplify visible consistencies in our school and this can be found in the appendices.

## **Whole School Reward System**

Children will be given regular and frequent praise and rewards by the staff within their year group to reward good behaviour, learning and effort:

- Dojo points centred around our school values and ethos
- Class certificates recognising the achievements of pupils when a specific number of Dojo points is reached
- Star of the Week certificates

- Whole class rewards for Dojo points on a half-termly basis – for example an extra playtime

### ***Responses to Unacceptable Behaviour***

If a child is displaying behaviour that is leading to the significant disruption of learning for themselves or others and cannot be managed by low-level classroom management techniques, then the following steps should be implemented:

#### **Stage1 - Reminder to be ready to learn**

A reminder of the expectations for learners to be ready, be respectful, and be safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. Pupils to be given a first warning.

#### **Stage 2 - 1:1 Time to think**

A clear verbal caution delivered respectfully to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Pupils to be given a second warning.

#### **Stage 3 - Final opportunity to make the right choice**

The learner is asked to speak to the teacher away from others. Boundaries are reset. Learner is asked to reflect on their next steps. Again, they are reminded of their previous conduct/attitude/learning. Learner is given a final opportunity to reengage with the learning /follow instructions. Time out, if immediately required, should initially be in the child's own classroom. In general, three minutes should be enough. If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. Before returning to class there should be a conversation with the pupil to re-establish a positive attitude towards learning, behaviour and peers.

#### **Stage 4 – Time for a consequence**

Reset Room – following these warnings, if the undesirable behaviour continues, then the pupil will attend the next Reset Room session at playtime or lunchtime. In Reset Room, the pupils will have the opportunity to complete a self-reflection document identifying any triggers and feelings that were taking place at the time of the unwanted behaviour and a reflection on their behaviour choices. A short discussion with the adult running the Reset Room will enable the pupil to reset and reflect for the first 5-10 minutes of their break or lunchtime.

### **Recording and Monitoring**

There will be a record of the frequency of attendance at Reset Room that will be monitored by the Senior Leadership Team. Adults running the Reset Room sessions will ensure that the reflection document and register are completed for each child. Teachers will record concerning behaviours on CPOMS and any other individual concerns regarding behaviour so that children's needs are understood fully and effective support can be provided. CPOMS is monitored closely by SLT and wellbeing support staff to inform SEND and nurture provision as well as to evaluate the effectiveness of our Behaviour Policy.

Whenever a significant (Stage 4 or above) sanction is issued, teachers and SLT will review provision for that child to consider what else can be done to support the child to be successful.

If a pupil attends Reset Room on more than three occasions within two weeks, parents and carers will be contacted and invited into a meeting to discuss their child's behaviour with the class teacher. A stage one letter will be sent to parents. The parents and class teacher will discuss what support can be offered to help the child make improvements to their behaviour. The outcomes of this meeting should be recorded on CPOMs. If this behaviour persists then a Stage 2 letter will be sent to parents and parents invited to meet with the headteacher. The child will be put on report to the head teacher for a period of two weeks. Further breaches could result in suspension due to persistency of poor behaviour. All letters can be found in the appendices.

Please note: In serious cases, where behaviour is dangerous and there is a safeguarding concern, the Headteacher or DHT should be called immediately, and the previous stages can be omitted. Extreme behaviours may lead to instant suspension from school for an appropriate period of time.

All staff and children need to be aware of the sequence of warnings and consequences to be issued. Children must be clear that their actions will have consequences for themselves and others and understand why a sanction is being used. Staff will have the opportunity to review and discuss behaviour management at the start of each academic year. There will also be opportunities to review behaviour needs in consultation with SLT during each term. Children will have the opportunity to review and ensure they understand what is expected of them at the start of each academic year in class and in worship sessions. The values and principles underpinning our Behaviour Policy are revisited consistently throughout the year and referred to in all conversations relating to behaviour.

### **Specific unacceptable behaviours**

The following unacceptable behaviours will result in direct referral to the Headteacher, and an appropriate consequence will be determined:

- Racist/ Homophobic comments/actions
- Threatening/aggressive behaviour which poses a danger to the safety of the child/other children/adults
- Physical harm to other children
- Physical violence/aggression towards adults
- Swearing directly at adults.
- Deliberately disrupting the education of others.

In these instances, the parent/carer of the child will be informed of the incident. It will be at the discretion of the Headteacher/DHT as to what further action will be taken. The personal needs and circumstances of the individual child will be taken into consideration when deciding on an appropriate consequence.

### **Strategies used by the school to support children in modifying their behaviour**

1. Parents/carers may be asked into school to discuss their child's behaviour and to monitor it with the class teacher. The class teacher should inform the Headteacher/DHT of this and record all such incidents on CPOMS.
2. If unacceptable behaviour persists, the class teacher should discuss their concerns with the SENDCO. It will be appropriate to inform the parents/carers of this and work closely with them. Behaviour patterns will be reviewed to help inform further support and to provide evidence that can support any referrals and engagement with external agencies.
3. The child may be required to spend some time away from their class under the supervision of a member of the Senior Leadership Team (internal exclusion). They should be sent with work to complete. The class teacher should record that this has been done on CPOMS and ensure (in consultation with the Headteacher) that parents/carers have been informed.
4. A formal report system may be used on a daily basis. Targets will be negotiated with the child and their parents/carers and a time limit would be set and rewards agreed on.
5. External support from appropriate agencies may be sought by the SENDCO to support the school in developing effective strategies to manage and modify behaviour safely and appropriately.
6. At Long Itchington, we will also provide any further intervention required in the form of direct work or therapeutic services, at the Headteacher's discretion.

## **Suspension**

Where a child is suspended from school (issued with a 'fixed term exclusion'), the parents/carers will be notified without delay, as will the Local Authority. Formal record of the incident will be made on CPOMS, and a suspension letter issued advising parents/carers of the reasons for the suspension, their responsibilities during any period of suspension and advising of any additional support that can be offered. Work will also be set for the child to complete at home during the period of suspension, which should be returned to school for marking. Suspension may be used for whole days and parts of a school day, including lunchtime, and, in all cases, the above applies. Very serious incidents including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a suspension. Parents/carers will be notified and expected to attend a meeting with a member of the Senior Leadership Team before the child returns to school.

## **Permanent Exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend his/her school (unless the pupil is reinstated on appeal). The decision to exclude a pupil permanently should only be taken in extreme circumstances:

- 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 such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Incidents involving serious issues such as arson, assault, bullying (verbal or physical), theft, knives or persistent disruptive behaviour are likely to lead to permanent exclusion. In such cases parents/carers are always notified and their right to appeal explained. In any of these cases the school may also involve the police, governors and Local Education Authority. See the trust wide exclusion policy:

Permanent exclusion is always a last resort. We will always take all reasonable steps to support children to be included and supported in our school.

### **Supporting pupils with SEND**

All adults in the school are required, as part of their professional responsibilities, to take account of students' individual needs and circumstances when applying the school's behaviour policy. This primarily refers to students with SEND, but may also apply to other students, e.g. this may include students who are at risk of exclusion, 'Looked After Children', children with illnesses, young carers, or children with EAL. As a school, we will make reasonable adjustments in the application of the behaviour policy to ensure the needs of all children are met, whatever their specific circumstances. When applying sanctions, we refer to the Equality Act 2010 and guidance for schools. Personalised plans will be drawn up at the discretion of the school to ensure appropriate support is provided.

Examples of when adjustments might need to be made include:

1. When a child who is on the autistic spectrum makes a personal comment about an adult or another child's appearance because they do not understand that this was inappropriate.
2. When a child who has speech and language difficulties hasn't followed instructions because they didn't understand the complex instructions.
3. When a child who has additional emotional needs requires an additional short-term reward for achieving personal targets set.

### **Working with children and parents**

At Long Itchington, we believe that it is essential to have good communication and parental/carer involvement to promote good behaviour and discipline amongst the children in our care. Parents/carers should be informed, at least in an informal way, when an expression of a concern is made. We aim, at all times, to communicate openly and supportively to praise successes and progress achieved and to ensure children are given every opportunity to be successful. Annually, parents/carers will be reminded of the school's Behaviour Policy.

Children will also have opportunities to revisit the Behaviour policy to ensure they understand its expectations and how it will be applied consistently. The Behaviour Policy will also be available on the Academy website.

### **Working with outside agencies**

Provision for emotional and behavioural difficulties will be made by contacting the most appropriate agency and working in partnership with parents/carers. In the best interests of the child there must be close cooperation and agreement in working practices between agencies.

External agencies may be involved at any time through the usual school procedures. Such Agencies may include Send Supported, EP Enhance, Kick Mentoring and others as advised by our supportive partners.

## Positive Handling

Very occasionally, situations may arise in which positive handling may be required. Should a child need positive handling to ensure their own and others' safety, a member of staff who has been trained in positive handling may use such strategies as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others' personal safety at risk

Practical methods to defuse the situation should always be considered before positive handling is used, including keeping calm, offering verbal prompts or retreat. Positive Handling is based on the principle of de-escalation and staff should ensure that all possibilities are explored prior to positive handling being implemented.

All staff will receive at least annual training on how to avoid being required to use positive handling methods and when to seek help. If possible (unless safeguarding requires immediate intervention), a member of the Senior Leadership Team should be sent for before any form of physical intervention is used.

DFE guidance states, 'All teachers and staff who the head has authorised to have control or charge of pupils automatically have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.' At Long Itchington CE Academy, this includes all teachers, teaching assistants, and administrative staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. If reasonable force is necessary, then staff will ensure that there is at least a second member of staff with them wherever possible.

All instances where positive handling has been used are recorded on CPOMS and parents should be informed as part of their feedback about their child's behaviour.

Where positive handling is part of a child's special needs plan, they have a positive handling plan which is shared with staff. These plans are also shared with parents/carers.

Please also see the Trust policy 'Guidance on the use of force and Physical Intervention'

## Searching and Confiscation

At Long Itchington CE Academy, we follow the DFE guidance, 'Searching, screening and confiscation' (July 2022).

**Searching** - Headteachers, and the staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have prohibited items such as knives, weapons, alcohol, illegal drugs, stolen items (not an exhaustive list); any article that the member of staff reasonably suspects has been, or likely to be used, to commit an offence or to cause personal injury; an article specified in regulations (e.g. tobacco and cigarette papers, fireworks, pornographic images). Before any searching takes place, the staff member should explain to the pupil why they are being searched. When a search takes place, the designated safeguarding lead should be informed and the incident must be recorded on CPOMS and must include the following information:

- The date, time and location of the search
- The name of the pupil who was searched
- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for searching
- What items, if any, were found
- What action was taken as a consequence of the search
- The law states that the member of staff carrying out the search should be the same sex as the pupil.
- Parents/carers must also be informed.

**Confiscation** – Any prohibited item(s) found as a result of a search will be confiscated by school staff.

**Screening** - Schools can require pupils to undergo screening by walk-through or handheld devices. This is due to a schools' statutory duty to ensure the safety of staff, pupils and visitors. Should a pupil refuse to be screened, the school can refuse to allow the pupil on site. In this instance, the school has not excluded the pupil and the absence should be unauthorised.

Further detail can be found in

<https://www.gov.uk/government/publications/searchingscreening-and-confiscation>.

### **Staff Induction**

The behaviour policy alongside the school's Safeguarding and Child Protection policy outlines the school's response to any instances of Child-on-Child abuse. All staff will receive at least annual training that enables them to understand their safeguarding responsibilities and appropriate actions to be taken in the event of concerns arising. They will also be trained on the school's behaviour policy to support them to implement the policy fairly and consistently.

### **Monitoring and Evaluation**

The effectiveness of the Behaviour Policy will be monitored by the Headteacher and DHT. This policy will be reviewed annually. Regular reports to governors on the number and nature of incidents in school will also enable governors to support the Head of School and the Executive Headteacher in ensuring the Behaviour Policy is effective.



## Our predictable routines and transitions at Long Itchington



Timings	Teacher	Teaching Assistants	Children
<b>8.30am – Morning task on board/ Classroom ready</b>	<ul style="list-style-type: none"> <li>Teacher to set up prepared morning task on IWB – resourcing for first lesson ready</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>
<b>Just prior to 8.45am – children filter in at sound of the bell - teachers to greet class on the playground</b>  <b>Breakfast clubs children to be dismissed straight to classes</b>	<ul style="list-style-type: none"> <li>Teacher to welcome classes at the doors and speak to parents if needed (exception Y4 and Y2, who have internal classrooms)</li> <li>Greeting children – setting them up for the day ahead</li> <li>Ensuring children are getting straight on with morning task</li> <li>Making sure that children’s conversations have finished</li> </ul>	<ul style="list-style-type: none"> <li>In cloakrooms ready to get children swiftly into classroom Encouraging walking and quiet voices</li> <li>Welcoming with a smile – specific greetings using names</li> <li>Reception TAs– supporting lunch choices, helping with coats and bags etc</li> <li>Reinforce sensible entry to school, walking, manners etc</li> </ul>	<ul style="list-style-type: none"> <li>Children enter school quietly and calmly.</li> <li>Put belongings away in cloakroom and be ready for class time with all equipment ready</li> <li>Start morning task</li> </ul>
<b>8.45am - Registration</b>	<ul style="list-style-type: none"> <li>Teacher to take register with a good morning</li> <li>Scan and monitor, as children settle down and begin morning task – explain that children to read book, if finished</li> </ul>	<ul style="list-style-type: none"> <li>1:1s collect their pupils depending on their usual arrival time</li> <li>Other TA’s to close and lock outside doors ensuring no latecomers on the playground</li> <li>Final tidy of cloakroom before going to class</li> <li>Come into classroom</li> <li>Scan and monitor children as they complete the morning task</li> </ul>	<ul style="list-style-type: none"> <li>Children to answer and respond to good morning greeting, whilst continuing to complete morning task.</li> </ul>
<b>8.50am – Children settled in classroom and registered – transition to Collective Worship</b>	<ul style="list-style-type: none"> <li>Preparing children to go to Collective Worship</li> </ul>	<ul style="list-style-type: none"> <li>1:1s collect their pupils and begin their personalised tasks if applicable</li> <li>Others monitor cloak rooms and walking to classes</li> </ul>	<ul style="list-style-type: none"> <li>Lining up sensibly for collective worship.</li> </ul>

<b>Start of Playtimes/Lunchtimes</b>	<ul style="list-style-type: none"> <li>• Send out children promptly on to playground and check cloakroom is clear</li> <li>• If on duty to ensure there are no stragglers in the building (Playground Rota to highlight roles during playtime)</li> <li>• Encourage children to use the toilets at playtime</li> </ul>	<ul style="list-style-type: none"> <li>• If on duty to ensure there are no stragglers in the building (Playground Rota to highlight roles during playtime)</li> </ul>	<ul style="list-style-type: none"> <li>• Go out to playground promptly and safely</li> <li>• Ask permission when using toilets during playtime/lunchtimes and wear band.</li> </ul>
<b>End of Playtimes/lunchtimes</b>	<ul style="list-style-type: none"> <li>• Collect children promptly from the playground after playtime and lunchtime.</li> <li>• Lead the children/TA back of the line/walk them to their classroom with pauses/monitor and scan line.</li> <li>• Teachers reinforce and praise desirable behaviour e.g. wonderful walking/terrific transition/opening of doors/saying good morning</li> <li>• Clarify expectations for task as they walk in.</li> <li>• Be aware of number of children in a class going to toilet during learning time.</li> </ul>	<ul style="list-style-type: none"> <li>• TA's who lead lunchtime groups will take children to their respective line just before teacher collects children</li> <li>• Stay at back of line to monitor, scan and praise</li> <li>• Reinforce and praise desirable behaviour e.g. wonderful walking/terrific transition/opening of doors/saying good morning</li> <li>• Praise for making a prompt start to learning after e.g. filling water bottles/ R/1/2 bottles stored in a box and KS2 at tables</li> </ul>	<ul style="list-style-type: none"> <li>• Stop playing at first bell and walk to line on second bell</li> <li>• Line up safely and sensibly in designated spaces</li> <li>• Walk around school respectfully/silently in school building following the 'LI way'</li> </ul>
<b>2.55pm – Finish final lesson for the day</b>	<ul style="list-style-type: none"> <li>• Giving clear instructions to pupils/monitors for tidying up: classroom, pencil pots/pencil cases, resources and books</li> <li>• Monitor and scan room</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor</li> <li>• and scan room to support tidying up process</li> <li>• Support children who need particular support with this routine – identifying the smaller items that need tidying</li> </ul>	<ul style="list-style-type: none"> <li>• Tidying up and picking up items that are not in the right place</li> <li>• Sit down and show they are ready once this is done.</li> </ul>
<b>3.00pm – End of day read aloud begins for 15 minutes</b>	<ul style="list-style-type: none"> <li>• Reading class novel or texts with intonation</li> <li>• Engaging with children, whilst reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Tidy up all classroom areas</li> <li>• Preparing resources for next day</li> <li>• Complete additional jobs assigned by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Relax and listen attentively to the story</li> <li>• Engage and participate when needed</li> </ul>
<b>3.10pm –Collect belongings and End of day prayer</b>  <b>3.15pm Exit school</b>	<ul style="list-style-type: none"> <li>• Lead routine of:</li> <li>• KS1 and Y3</li> <li>• Taking children to collect belongings</li> <li>• Invite children to participate in end of day prayer</li> <li>• KS2</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and scan cloakroom and line to support process</li> <li>• Ensure children have coats and all belongings</li> <li>• Stay at back of line to monitor and scan</li> </ul>	<ul style="list-style-type: none"> <li>• Prayer</li> <li>• All children to participate</li> <li>• Collect belongs</li> <li>• Put belongings into bag</li> <li>• Put on coat</li> </ul>

	<ul style="list-style-type: none"> <li>• Line up children in pre-defined line</li> <li>• End of day prayer</li> <li>• Take children to collect belongings and exit school</li> <li>• Teacher to lead children out and ensure no running or dawdling</li> <li>• Teacher to look back, and monitor and scan line</li> <li>• Final greeting as children go – have a good evening, specific messages</li> </ul>		
<p><b>Leadership responsibilities</b></p>	<ul style="list-style-type: none"> <li>• HT to share/model 'Transitions' document to whole school in worship in Autumn and that 'LI way' will be modelled/celebrated at the start of each term/half term</li> <li>• To celebrate and reward 'transition' of children/class (Dojos or certificate) during Autumn Achievement worship</li> <li>• TAs to issue dojos as class dojo to be left open on screens in classrooms during teaching and learning sessions</li> <li>• MDS to have half termly meetings with a member of SLT to ensure secure understanding of expectations of the behaviour policy</li> <li>• Review effectiveness of behaviour policy through half termly SEF discussion e.g pupil voice/parent voice/number of incidents through SLT meetings</li> <li>• Monitoring of children attending Reset Room – Reset room to be recorded in the folder (Cpoms record to be removed) – SLT to use staged letters to communicate with parents (1 incident - parent informed informally or via dojo, 3 incidents - parent invited in to discuss with class teacher, 5 incidents – parent informed via Mrs Richards and on report)</li> <li>• Reset room rota to be kept on each person's classroom noticeboard</li> <li>• Phase meetings every half term EY and KS1, KS2 with specific agenda</li> </ul>		

## Appendix 2 – stage 1 behaviour letter

**\*DATE\***

Dear **\*NAME\***

Further to our conversation/dojo exchange recently, you will be aware that **\*NAME\*** had to stay in for some social time for **\*DETAIL MISDEMEANOR\***. Unfortunately since that time, **\*NAME\*** has continued to breach our behaviour policy and has now lost 3 playtimes in the space of **\*DETAIL TIMEFRAME\***. The reasons for this have

been \*DETAIL MISDEMEANORS\*. It would be helpful if we could meet in school to unpick the issues and see what things we might need to put in place to help support \*NAME\*

If, following a meeting in which we can identify some support, \*NAMES\* behaviour does not improve and they continue to breach the behaviour policy, Mrs Richards will be in contact to arrange a further meeting and \*NAME\* will have to go onto a formal report.

I will contact you by telephone in the coming days to arrange a meeting in school.

Yours sincerely

Class teacher

### Appendix 3 – Stage 2 behaviour letter

\*DATE\*

Dear \*NAME\*

I am aware that you recently met with \*NAMES\* to unpick some of the reasons for \*NAMES\* recent poor behaviour in school and to try to find ways to support \*NAME\* to make different choices.

Unfortunately, \*NAME\* seems to be persistently falling below the standard we expect and they have breached our behaviour policy on several occasions within the past term. For this reason, \*NAME\* will now be on a formal report to myself the next two weeks. I will be agreeing the targets for this report with \*NAME\* and will be monitoring their behaviour after every \*LUNCHTIME/LESSON\* etc. They will bring this report home each day for you to see and any support you can offer with our messages around behaviour would be valued by school.

I have had a conversation with \*NAME\* today and have warned them that continued breaches to the behaviour policy could result in them receiving a fixed term suspension. This will mean that they are not permitted to stay on the school site. A suspension of this nature stays on their school record which I am sure is something that both yourselves and \*NAME\* would wish to avoid.

If you have any questions about the content of this letter, please don't hesitate to get in touch so that we can discuss it further.

I have arranged a meeting with yourselves for the end of \*NAMES\* first week on report to monitor whether the necessary improvements are taking place. This will be at \*TIME\* on \*DATE\*. If this time is not suitable, please contact school so that we can arrange a mutually convenient time.

I also enclose a copy of our behaviour policy for your attention.

Yours sincerely

Headteacher