



**YORKSHIRE
CAUSEWAY
SCHOOLS
TRUST**

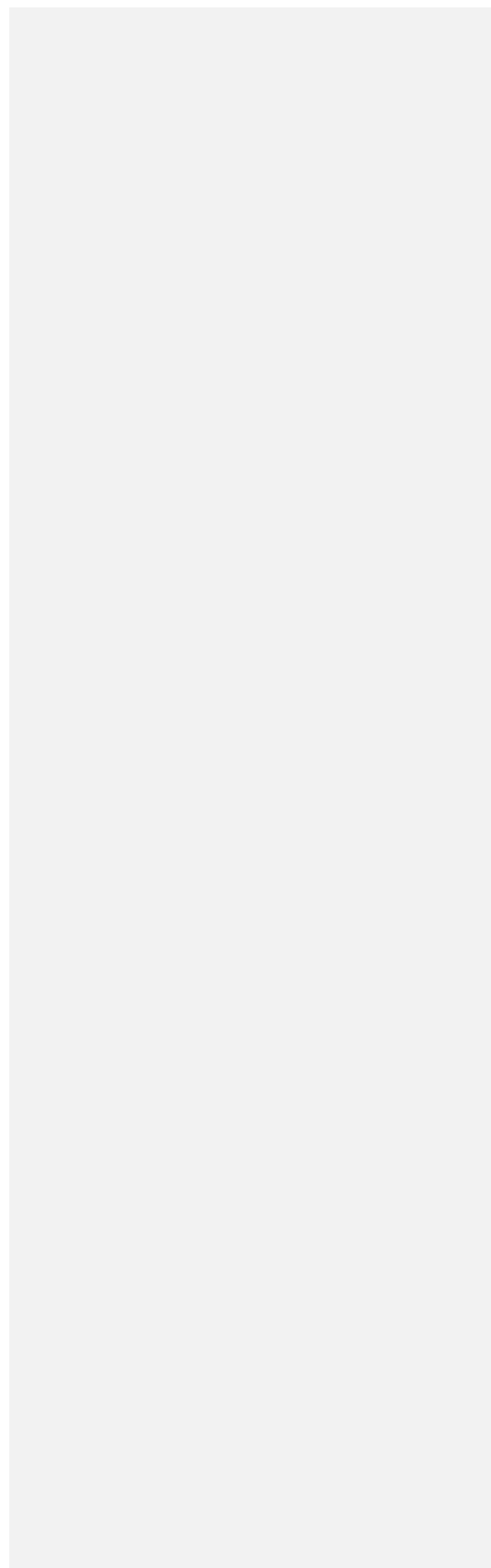


Richard Taylor Church of England Primary School

Behaviour Policy

Version 1.0

Date approved October 2025



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*‘Our School is a place where all know that they are safe, loved and can flourish
as children of God’*

Introduction

Yorkshire Causeway Schools Trust strives to be a community where everyone is valued, where we share commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation.

This policy is designed to inspire the way in which all members of the school community can live and work together in a supportive way by encouraging good relationships, so that children, staff, and parents can work together with the common purpose of helping everyone to enjoy and achieve.

1. Aims

This policy aims to:

- create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- outline the expectations and consequences of behaviour
- provide a consistent approach to behaviour management that is applied equally to all pupils
- define what we consider to be unacceptable behaviour, including bullying and discrimination

The Trust has the following principles in place to support a positive behaviour culture across its schools:

- Teachers and leaders will intentionally shape the culture of the school and set behaviour norms
- Good behaviour is founded on the promotion of positive behaviour
- Adults' behaviour must be consistent
- Plan for difficult situations
- Provide professional learning

The full document that expands on these principles can be viewed here: [Behaviour principles.docx](#)

2. Legislation, statutory requirements, and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

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

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

3. Definitions

Misbehaviour, disruptive or concerning behaviour refers to actions or conduct that disrupt the normal functioning of a school. It can range from minor disruptions to more serious incidents. These behaviours are not necessarily repetitive or intentional and do not always involve an imbalance of power. It includes actions that obstruct the mission and goals of the school and requires appropriate responses based on the context of the incident.

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

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

For detailed definitions and examples of misbehaviour and bullying, please refer to APPENDIX ONE: Examples of misbehaviour, bullying and sanctions.

4. Roles and responsibilities

4.1. Trust Board

The Trust Board understands that each school community is unique and procedures in one setting may not be as effective in a different context, therefore, whilst it has the overall responsibility for the setting of this trust-wide policy and overarching principles, it delegates the setting of each school's individual approach to behaviour and the reviewing of its effectiveness to the Local Governance Board and Headteacher.

4.2. Local Governance Board

The Local Governance Board is responsible for supporting the Headteacher in agreeing the school's approach to behaviour, monitoring the behaviour policy's effectiveness, and holding the headteacher to account for its fair and consistent implementation.

4.3. Headteacher

The headteacher is responsible for:

- Reviewing and implementing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND), mental health needs, and other vulnerabilities on behaviour to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

4.4. Teachers and staff

Staff are responsible for:

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

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

4.5. Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending meetings and reviews)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

4.6. Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

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

Pupils will be involved in the evaluation, improvement and development of the behaviour culture in the school.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

5. School behaviour curriculum

Rationale

"Learning takes place most effectively when teaching creates a climate combining low threat and high expectations, based on positive relationships and clear rules and routines" (YCST Teaching and Learning Principles). '

Our Beliefs About Behaviour

- Behaviour can change, and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour through reward systems and celebration, boosts a sense of self-worth and supports further achievement.
- Responses based on understandings of individual needs and circumstances facilitates regulation, restoration, and development.
- Changing child's environment can impact their behaviour.

How we make our Vision a Reality

Our school provides an inclusive, safe environment in which all pupils are welcomed and valued as children of God.

We consistently and patiently apply the EEF recommendations (*'Improving behaviour in schools 2019'*).

- 1. We know and understand our children & create personalised approaches to meet the needs of individuals.*
- 2. We teach learning behaviours and encourage children to be self-reflective of their own feelings and behaviours.*
- 3. We implement consistent classroom management strategies & include simple pastoral strategies in our routines.*

1. Understanding our Children

All interactions with children are underpinned by the intention to build and sustain positive relationships. Embedded systems which inform relationship building include school tracking systems e.g. **'At a Glance Pupil Profiles'**, conversations with previous staff, conversations with parents, external agency involvement, child's voice, and neurodiversity training. Personalised approaches include individual needs/strengths orientated timetables, reward systems, adaptations to learning environments, and the creation of opportunities for positive inclusive experiences.

2. Learning Behaviours

Learning is underpinned by the ability to recognise feelings and regulate behaviour. The **Zones of Regulation** framework is used in all classes to support the development of emotional awareness. In Key stage 1 it is introduced via the Colour Monsters books. This approach invites the teaching and use of tools and strategies for emotional regulation, prosocial skills, self-care, and overall wellness. Coloured zones matched with states of being provide the children with a framework from which they learn to recognise, name, communicate, reflect on, and ultimately regulate their emotions. A range of transitional feelings are understood as normal experiences. *The core values of Respect, Trust and Service are explicitly and implicitly taught with reference to both learning behaviour and social interactions.*

Training

Staff will have access to training when and where appropriate. Staff can always request advice, support, and training directly from the Head teacher and SENDCo. Training such as Restrictive Physical Intervention (RPI) will be provided through accredited trainers.

RPI will only be used following a comprehensive review and risk assessment process involving staff, parents, and behaviour professionals. Unless staff have been part of this process and there is a plan in place for pupil(s) they should never use RPI as doing so would place them in a vulnerable position.

Roles and Responsibilities

‘Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school expectations or who fail to follow a reasonable instruction’.

(Section 90 and 91 of the Education and Inspections Act 2006).

Parents/Carers are responsible for:

- Ensuring that they support the creation of a safe and secure school.
- Supporting the school policies.
- Working with the school to encourage children to maintain school expectations.
- Acting as good, positive role models

Children are responsible for:

- Following the behaviour principles as set out in the ‘*How we Behave*’ document. (see appendix B)
- Allowing others to learn and play happily without interference.
- Treating others fairly and courteously.
- Actively listening to others.

All staff are responsible for:

- Taking the time to welcome students at the start of the day and the start of lessons.
- Model positive behaviours and build relationships.
- Plan lessons that motivate and engage all learners.
- Be calm and always take the steps to prevent before issuing sanctions.
- Follow up, retain ownership, and engage in reflective dialogue with pupils.
- Never ignore unacceptable behaviours.
- Display and use positive reward strategies which reflect learning and relationship behaviour.
- Adapt environment to meet needs.
- Communicate with parents about unacceptable behaviours on the day of occurring in person or via telephone.

Senior Leaders are responsible for:

- Be a visible presence around the school site.
- Take time to welcome learners at the start of the day.
- Celebrate staff and pupils whose effort goes over and above expectations.
- Regularly share good practice.
- Support staff in managing unacceptable behaviours, particularly complex or challenging behaviours.
- Regularly review provision for learners.
- Ensure staff training needs are identified and targeted
- Creating and celebrating inclusive opportunities for all pupils

Commented [A1]: Creating and celebrating inclusive opportunities for all pupils.

The School’s ‘Behaviour on a page’ document is displayed in every classroom as a visual reminder of our expectations for behaviour.

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

5.1. Mobile phones

Pupils in Year Six are allowed to bring a mobile phone to school with parental permission. The device must not be used on site and must be handed in at the start of the day to be securely stored in the school office. It will be returned to the child at the end of the day

6. Responding to behaviour

6.1. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

6.2. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Significant or concerning behaviour incidents will also be recorded on CPOMS as a cause for concern to alert the DSL.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

We will also follow the safeguarding procedures for managing any serious incidents that may constitute child-on-child abuse in line with the child protection and safeguarding policy.

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

6.3. Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Classroom Management & Pastoral Strategies

All classes have a **CELEBRATION AREA** reflecting the **Class Specific** and **Whole School Reward Systems**.

Bronze, silver, gold class-based awards

Points earned towards a class reward for working well as a class-showing the school values. For example, respecting the classroom, each other, being trustworthy, supporting others, being ready to learn.

Star of the week

Rewarded with tea and cake on a Friday. A special whole school reward for showing our whole school values.

Super Pupil

Shared once a month in a celebration worship.

Individual pupil recognition

This will be through specific verbal praise, stickers, a positive note to the child or a postcard home.

Class Rewards

For KS2 end of week extra playtime for class which earned most points for lining up.

A teacher may introduce a specific short term reward system to address a specific issue.

This is all centred around showing our values. Keeping our values means we are celebrating that we are safe, loved and are flourishing.

Class of the Day – Worshi

- Celebration Areas include a visual reminder of school expectations – **Respect, is expected, Trust is strong, Service transcends.**
- Teachers build **Positive Relationships** with all children and offer **Verbal Praise**, encouragement and affirmation routinely.
- Teachers use **Growth Mindset** language and concepts to develop resilience and self-worth.
- Processes as well as outcomes are celebrated in **Sharing Worships**. Children may also visit
- the **Headteacher/member of SLT/Subject Lead**, for specific praise.
- Y6 children are supported through 1-1 mentoring with a staff member.
- The staff Pastoral Team offer a range of skills, strategies and interventions to support individuals according to need.
- **Wellbeing Ambassadors** promote wellbeing and support children across school.

6.4. Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

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

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

6.5. Possible consequences and sanctions for unacceptable behaviours.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to our duty under the Equality Act 2010 to make reasonable adjustments to any provision, criterion or practice which puts the pupil at a substantial disadvantage.

Unacceptable Behaviours

Disrespectful behaviour is unacceptable.

The following list provides examples of disrespectful behaviour.

- Intentionally hurting another member of the community
- Hurting another member of the community when in a state of anger
- Intentionally damaging school resources or the property of a school member
- Damaging school resources or the property of a school member when in a state of anger
- Persistent defiance or rudeness towards any member of the community
- Persistent taunting or teasing.
- Stealing
- Spitting
- Swearing
- Prejudicial or personally degrading behaviour

Consequences

1. A child will be provided with a space outside the classroom to work.
2. A child will be sent to another classroom to work
3. A child will lose the right to the next playtime or outdoor lunchtime play
4. A member of the SLT will be informed if it is considered persistent or worsening behaviour.
(The expectation is that a behaviour plan will then be created.)
5. Parents will be informed if poor behaviour is becoming a barrier to learning or if an individual episode is of a significant nature.

Actions following incidents of unacceptable behaviour.

First Responses

- Safety of staff and children – help sought and provided as required.
- Child is taken to an under stimulated environment to re-regulate and reflect, restore, repair.
- When re-regulated adult and child engage in **Restorative Dialogue**. (This may come later)

Follow up Responses.

- Unacceptable behaviour is reported to the Headteacher/member of the SLT.
- Parents are informed.

- Unstructured or free times are restricted allowing opportunity to reflect.
- Staff member present/HT/SLT member engages in **Restorative Dialogue** with the child.
- A conversation takes place between HT/SLT, and staff member involved with the intention of understanding the root cause of the behaviour and employing a range of responses to prevent recurrence.
- If the behaviour is persistent a Behaviour Support Plan is created through consultation with class teacher, Head Teacher/SLT member, SENDCo if appropriate, and parents.
- The incident is recording according to school procedures.

It is important to maintain that all adults can deal with all types of behaviour.

*The above is summarised visually as a **RESTORATION LADDER**.*

The restoration ladder is shared with all staff and applied calmly and consistently across school in response to all instances of unacceptable behaviour.

1. Take action/seek help to ensure **safety**.
2. Remind child of **expectations**
3. Provide **re-regulate** time.
4. Engage in **Restorative Practice**
5. Inform **HT & Parents**
6. Replace Playtime with **Reflection time**.
7. Respond to persistent behaviour by co-constructing and applying a personal **Behaviour Support Plan**

Restorative Dialogue

Typical “Restorative Practice” questions to support interactions using neutral, dispassionate language include.

- What happened?
- What were you feeling at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think we should do to put things right?
- What could we do differently next time?

The number of questions used depend on the age of the child. Those in bold should be used with the youngest children. Adults will use their professional judgement, as to whether a conversation with parents / carers via a telephone call may be necessary after this step.

Exclusions/ Suspension

Exclusions will occur following extreme incidents at the discretion of the headteacher.

A fixed-term suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.
- Staff need respite after an extreme incident.

Permanent exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

As all schools in the Trust, Richard Taylor Church of England Primary School follows the DfE Statutory Guidance in relation to Exclusions.

Further examples of possible sanctions can be found in APPENDIX ONE: Examples of misbehaviour, bullying and sanctions

6.6. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

We consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, and by planning positive and proactive behaviour support, seek to reduce the occurrence of challenging behaviour and the need to use reasonable force.

The decision on whether to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances. All staff are trained in de-escalation techniques, and some staff will hold certification for handling pupils with higher risk behaviours.

Incidents will be recorded and monitored by the DSL and reported to the local governing body.

6.7. Confiscation, screening and searching

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

Please refer to APPENDIX TWO: Confiscation, screening and searching for detail.

6.8. Off-site misbehaviour

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

- 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
- Could adversely affect the reputation of the school

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

6.9. Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

6.10. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher/member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, where appropriate.

6.11. Child on child sexual harassment and sexual violence

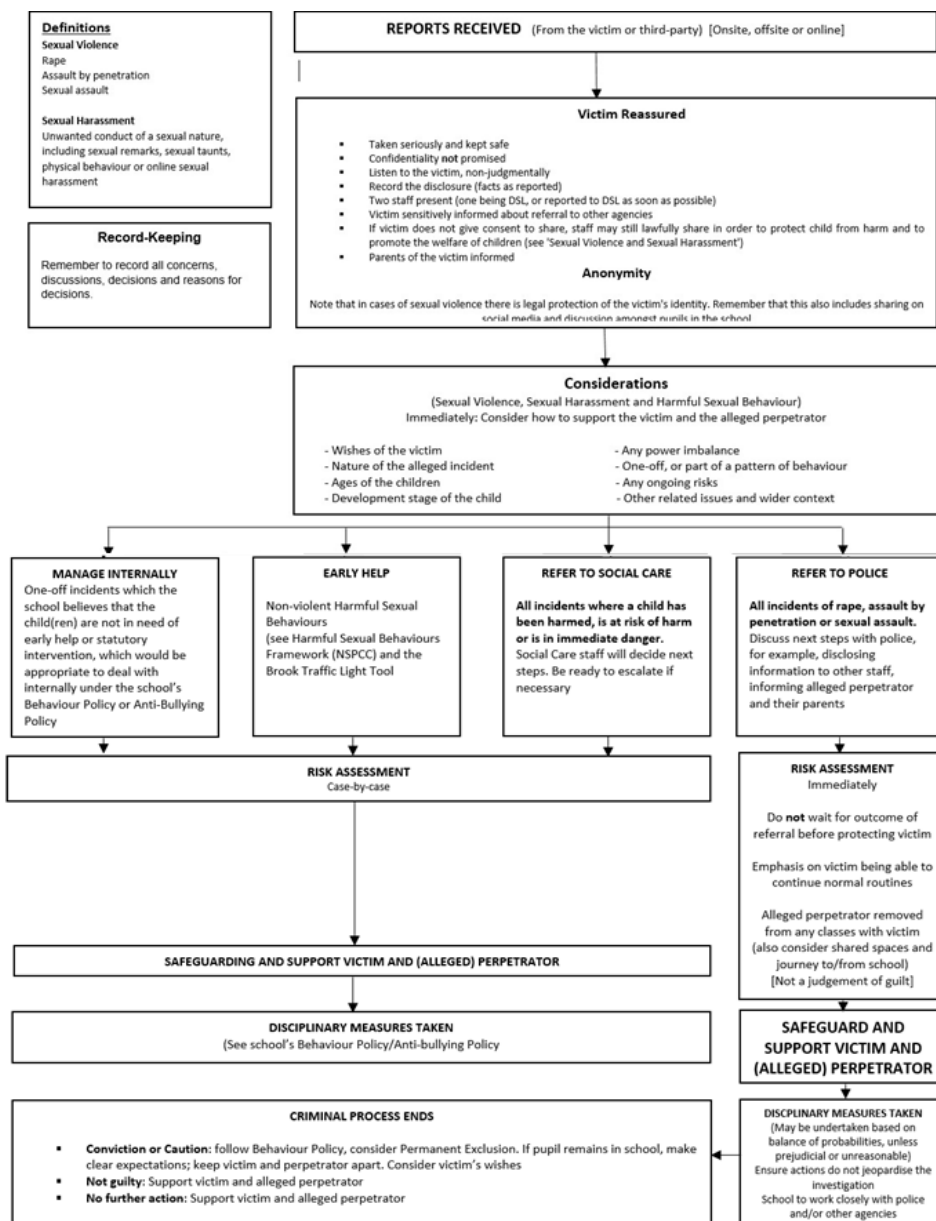
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils and staff 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

The school will ensure that all parties are supported following an allegation or disclosure of harm from another pupil(s) following the guidance in part 5 of KCSIE 2025 and the procedures and guidance for managing incidents of child-on-child abuse.



6.12. Malicious allegations

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

Where a pupil makes an allegation against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. The school will also take advice from safeguarding partners on whether the pupil who made the allegation is in need of further support.

In all cases where an allegation against staff is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of support. 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 Managing Allegations Against Staff Policy for more information on responding to allegations of abuse against staff.

7. Sanctions

7.1. Detention

Pupils can be issued with detentions during break or after school

The school will decide whether it is necessary to inform the pupil's parents/carers in line with [Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115444/behaviour-in-schools-advice-for-headteachers-and-school-staff-feb-2024.pdf).

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

7.2. Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils

- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by an appointed member of staff and will be removed for a learning session.

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

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

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

7.3. Managed moves and off-site direction

Alternative provision (AP) can be important in managing behaviour and providing alternatives to exclusion. The school will consider

- an off-site direction (temporary measure) or
- managed moves (permanent measure) as preventative measures to exclusion.

Any use of alternative provision will be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction will only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction will only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in Alternative Provision.

7.4. Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

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

Please refer to our Exclusions and Suspensions Policy for more information.

Exclusions will occur following extreme incidents at the discretion of the headteacher.

A fixed-term suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.
- Staff need respite after an extreme incident.

Permanent exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

As all schools in the Trust, Richard Taylor Church of England Primary School follows the DfE Statutory Guidance in relation to Exclusions.

8. Responding to misbehaviour from pupils with SEND

8.1. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The School's approach to anticipating and removing triggers of misbehaviour is set out below and may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

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

8.2. Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND and, whether it is appropriate and lawful to sanction the pupil, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?

If the answer to any of these questions is 'yes' the school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3. Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

8.4. Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

9. Supporting pupils following a sanction

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

This section includes information regarding the school's strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction or following suspension.

This includes measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

10. Pupil transition

10.1. Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2. Preparing outgoing pupils for transition

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

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided a copy of this behaviour policy, and regular training on managing behaviour, including but not limited to training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Strategies to manage disruptive behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, parents and other stakeholders (via anonymous surveys)

The data will be recorded on Arbor and analysed every term by a member of the SLT.

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

- Trends over time
- By age group
- At the level of individual members of staff

- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Associated documents

This behaviour policy is linked to other policies, including:

- Exclusions and Suspensions Policy
- Anti-bullying Strategy
- Child protection policy
- Bring Your Own Devices (inc. Mobile phone) policy
- Trust Behaviour Principles
- Procedures for managing child on child incidents

APPENDIX ONE: Examples of misbehaviour, bullying and sanctions

Misbehaviour, disruptive or concerning behaviour:

The table below gives examples of the types of behaviour that may obstruct schools from fulfilling our mission statement. The table distinguishes between relative minor disruptions and more serious incidents so that schools can consider what is an appropriate response. However, the categorisation of behaviour will be done on a case-by-case basis considering the context of the incident. All behaviours will require a response and behaviour that is regarded as level 2 and above should be recorded to ensure patterns and trends can be identified.

Level 1	Level 2	Level 3
	Persistent Level 1 behaviour <i>or any of the behaviours below</i>	Persistent Level 2 behaviour <i>or any of the behaviours below</i>
Disregarding school values.	Arguing with staff.	Inappropriate touching.
Pushing in or not taking turn.	Frequent disruption to lessons.	Inappropriate sexualised behaviour, including misogynistic language.
Interrupting/ talking when an adult is speaking.	Rudeness.	Persistent intimidation or tormenting (mental, physical or via the internet)
Spoiling others' games.	Swearing at pupils.	Persistent disruption to lessons.
Deliberate work avoidance.	Deliberate defiance or disobedience.	Verbal abuse or swearing at staff.
Bringing sweets, chewing gum or inappropriate items to school.	Persistent lying.	Fighting or serious physical retaliation.
Calling out/making inappropriate noises.	Defacement e.g. scribbling on desk or others' work.	Blatant dishonesty and refusal to accept responsibility.
Running inside school.	Kicking, hitting, punching, biting, pushing, etc.	Dangerous defiance or refusal to follow instructions.
Deliberately making unkind comments about others.	Retaliation.	Graffiti/vandalism willful destruction of the school environment or property.
Arguing with other pupils.	Leaving class without permission.	Spitting at a child or adult.
Disrupting learning.		Violence or causing bodily harm to pupils or staff.

Using swear words and gestures.		Leaving school without permission.
Play fighting or unwanted physical contact.		Racial, social, cultural, homophobic, religious or misogynistic verbal abuse.
Dishonesty.		Stealing.
Lack of co-operation.		Possession/use of weapons, drugs, alcohol, cigarettes or other inappropriate materials.
Being careless with school equipment.		Bullying or extortion.
Spitting on the ground.		Inappropriate use of social media.
Teasing, name calling.		Bringing the school into disrepute, before, during or after school.

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unkind, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching, assault or harassment
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

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

Sanctions

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to our duty under the Equality Act 2010 to make reasonable adjustments to any provision, criterion or practice which puts the pupil at a substantial disadvantage.

Level 1	Level 2 (Arbor)	Level 3 (CPOMS)
Responding in a low-level manner, focused on maintaining relationships and reminders of school values.	Incident recorded on Arbor.	Incident recorded on Arbor
'PIP' & 'RIP' Praising in Public, Reprimanding in Private.	Being spoken to about the consequences of their behaviour by a senior member of staff.	Concerning behaviour or significant incidents recorded on CPOMS
Strategic ignoring of low-level inappropriate behaviour.	Parents contacted and a meeting held with the child in attendance.	Headteacher's letter sent to parents.
Positive re-direction, highlighting the good example of others.	Parents informed in writing (copy kept on file).	Being spoken to by a member of the Senior Leadership Team and parents together.
'Time Out of the activity'– adjusting length of time according to age/stage.	Arranging for pupils to work on a 1:1, group or classroom basis e.g. with TA.	Behaviour contract between pupil, parent and teacher with specific targets and time scale.
Re-positioning within the group/classroom.	Re-location to another class for a specified period, with work.	Regular monitoring of work or behaviour by Headteacher.
Moved to a distraction free work area in the classroom.	Exclusion from after-school activities.	Community service.
Verbal apology.	Written apology.	Suspension (this can include lunchtime suspensions).
Finishing work at break time or at home.	Regular home – school communication.	In-school exclusion – child supervised by SLT.
Removed from a game at break/ lunchtime for a set period.	Loss of break time.	Support requested from outside agencies e.g. Educational Psychologists.
Talking through and resolving incidents, recording when appropriate.	Restorative meeting held.	Direction offsite
Social stories.	Personalised behaviour or reward charts for individuals after discussion with SLT.	Permanent Exclusion
Being spoken to about the consequences of their behaviour by a member of staff.	Individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, Class targets)	
Parents informed verbally (could be by telephone or at home- time).	Regular monitoring of work or behaviour and parents kept informed	

APPENDIX TWO: Confiscation, screening and searching

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. We will also confiscate any item that is harmful or detrimental to school discipline.

These items may be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where

the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

APPENDIX THREE: Template letters/email

Suggested templates for letters/emails to parents/carers:

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

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

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

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

Name of child:

Parent/carer name:

Parent/carer signature:

Date: _____

Second behaviour letter

Dear [insert parent/carers 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. [Insert brief description of behaviour incident.]

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

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear [insert parent/carers name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

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

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

[INSERT EXCEPTIONAL CIRCUMSTANCE LETTER i.e. extreme/significant behaviour] Parent must be verbally informed first.]

Detention letter

Dear parent/carer,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you would like to discuss this incident, please call the school to make an appointment.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter – return slip

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

Name of child: _____

Parent/carer name:

Parent/carer signature:

Date: _____

Decision to suspend letter - short term suspension (1-5 days)

Dear parent/carer,

I am writing to inform you that your child, [Student's Name], has been suspended from [School's Name]. The suspension will last for [number of days] days, starting from [start date] to [end date].

The reason for this suspension is [briefly describe the incident or behaviour that led to the suspension].

This decision has been made in accordance with the Department for Education (DfE) guidelines. It is also in line with our school's behaviour policy.

During the period of suspension, [Student's Name] is not allowed to be on school property or engage in school related activities. It is the responsibility of the parents or guardians to ensure that their child is appropriately supervised and engaged in constructive activities. Parents should make certain that their child is not in public places during school hours, as this time should be used for reflection and to complete any schoolwork provided.

We understand that this situation may be challenging for you and your child. We are committed to working with you to support [Student's Name] in making positive changes and returning to school ready to learn.

If you have any questions or concerns, or if you would like to discuss this matter further, please do not hesitate to contact me at [contact details].

Thank you for your understanding and cooperation.

Yours sincerely,

Decision to suspend letter - long term suspension (6- 45 days)

Dear [Parent/Carer],

I am writing to inform you that your child, [Student's Name], has been suspended from [School's Name] for a period of [number of days] days, starting from [start date] to [end date]. This decision has been made in accordance with the Department for Education (DfE) guidelines and our school's behaviour policy.

The reason for this suspension is [briefly describe the incident or behaviour that led to the suspension]. This behaviour is considered a serious breach of our school's code of conduct, and we believe that this suspension is necessary to ensure the safety and well-being of all students and staff.

During the period of suspension, [Student's Name] is not allowed to be on school property or engage in school related activities. It is the responsibility of the parents or guardians to ensure that their child is appropriately supervised and engaged in constructive activities. Parents should make certain that their child is not in public places during school hours, as this time should be used for reflection and to complete any schoolwork provided.

We will make arrangements for [Student's Name] to receive suitable full-time education from the sixth day of the suspension. Further details about these arrangements will be provided to you.

We understand that this situation may be challenging for you and your child. If you have any questions or concerns, or if you would like to discuss this matter further, please do not hesitate to contact me at [contact details]. We are committed to working with you to support [Student's Name] in making positive changes and returning to school ready to learn.

Thank you for your understanding and cooperation.

Yours sincerely
