



# PARKSIDE COMMUNITY PRIMARY SCHOOL

## **Behaviour Policy and Statement of Behaviour Principles**

### **Parkside Community Primary School**

**Agreed : September 2021 (Updated and revised)**

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## **1. Aims**

This policy aims to:

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

## **2. Legislation and statutory requirements**

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

## **3. Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork can include daily Maths, English and foundation subject activities or homework without good reason.
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft

- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers and or lighters and matches
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### **4. Bullying**

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Can be a one-time act which causes deliberate harm of an emotional, physical, sexual, racist, verbal or of a cyber nature

Bullying can include:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **5. Roles and responsibilities**

### **5.1 The governing board**

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

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

### **5.2 The headteacher**

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

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

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Following the school's line management structure when dealing with behavioural incidents (**appendix 2**)
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS and reviewing in a timely fashion for those with access to the Merilock - Senior Leaders and Designated Senior Persons. The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents / Carers**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly either at the end of the school day or the following morning where possible

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

Pupils are expected to:

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

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- House Points
- Letters or phone calls home to parents
- Attendance Rewards
- Reading Rewards
- Writer of the month STARS
- PE Sportsperson of the month
- Star of the week
- Marble in the jar
- Hot Chocolate
- Wings
- Attendance monopoly
- Individual class reward

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

- A verbal reprimand – three warnings then time out in class – if poor behaviour persists time out in partner class. Verbal reprimands reset after lunchtime
- Sending the pupil to the opposite class (except Year 3 who should go to Year 4) for a short period of time to reflect on their behaviour
- Expecting work to be completed at home, or at break or lunchtime

- Being kept in at break or lunchtime to complete tasks
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report' – those children whose behaviour has been a cause for concern over a number of weeks and have not responded to different rewards and sanctions and parents/carers have been informed and involved. At the end of every session class teachers must sign the child's report card and write a comment about their behaviour and attitude. At the end of each day until the child comes off report they must have their report card signed by the Headteacher or Deputy Headteacher.

**See appendix 3 for sample letters to parents/carers about their child's behaviour.**

We may use alternative classrooms or desks outside the headteacher's office in response to serious or persistent breaches of this policy. Pupils may be sent to another class during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

## **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy and Dealing with Allegations of Abuse Against Staff Policy for more information on responding to allegations of abuse.

# **8. Behaviour management**

## **8.1 Classroom management**

The school has a zero tolerance to poor behaviour and follows a clear 'Behaviour System'. It is known by all members of the school community and is rigorously applied to ensure consistency and fairness.

*Please note, special educational needs and requirements are always considered in its application. Pupils identified as SEND/SEMH may have their own behaviour plans.*

A behaviour chart is displayed clearly in each classroom. In most cases, a quiet word is enough to stop a child behaving inappropriately. If a child does not respond to the first warning their name will be moved to the orange sections. Failure to respond to subsequent warnings will see the child's name being moved down the chart as follows: 'red box', missed break, 'Reflection Room' lunchtime detention, visit to the Head teacher and parent/ carer being contacted to discuss behaviour.

If the behaviour is significantly disruptive, stages of the behaviour chart may be omitted and parents may be contacted in the first instance. Examples include, but are not limited to the following unacceptable behaviours: disobedience, biting, spitting, hitting and kicking, foul language, damaging property, rudeness and aggression towards an adult, stealing, truancy, racist or sexist comments, discrimination and bullying, including the improper use of social networks.

It is important that children have the opportunity to move both ways across the chart during the day.

The Behaviour System is designed to reflect and reward good behaviour, good effort and acts of kindness. Children will have their names moved to 'Outstanding Behaviour' and then visit the headteacher's office for a reward (scented sticker, certificate etc.)

Head Teacher Award	Outstanding Behaviour	Good	Verbal Warning 1	Verbal Warning 2	Time Out In Class	Time Out In Partner Class	Time out With KS Leader	Time out Head Teacher	Parent/ Carer contacted

The rules are clear and fair and result in teachers rarely having to raise their voice (a practice discouraged, both for the benefit of the adult giving the warning and for the welfare of the child on the receiving end).

In addition to the behaviour chart, each class has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which should 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

## 8.2 Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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

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

## 8.3 Pupil support



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

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

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

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

## **9 Restrictive Physical Intervention in Schools**

### **Introduction**

At Parkside Community Primary School Primary School, we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of physical intervention be needed. On such occasions, only acceptable forms of intervention are used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to whole school, each class, and individual pupils. School staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to feel free of undue worry about the risk of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

All members of staff are aware of regulations regarding the use of force by teachers, as set out in the DfES Circular 10/98, relating to section 550 A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children

### **Definition of "Restrictive Physical Intervention"**

"Restrictive Physical Intervention" (RPI) is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use "reasonable force" to control or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (including the child's own property)

There is no legal definition of "reasonable force". However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it

- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

Legal defence for the use of force is based on evidence that the action taken was:

- Reasonable, proportionate and necessary
- In the best interest of the young person

This document takes into account DfE Guidance on Use of Reasonable Force July 2013  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **When the Use of Restrictive Physical Interventions May Be Appropriate in Parkside Community Primary School**

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

### **Who May Use Restrictive Physical Intervention at Parkside Community Primary School**

The following staff (as well as the teachers employed at the school) are authorised by the Headteacher to have control of pupils, and must be aware of this Policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Head has lawfully placed an adult in charge of children, then that adult will be entitled to use restrictive physical intervention.

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Titles of Authorised staff

Teachers, Teaching Assistants, MSAs and Site Manager in addition the Headteacher may give temporary authorisation to others e.g. parent helpers on a trip.

### **Planning for the Use of Restrictive Physical Interventions at Parkside Community Primary School**

Staff will use the minimum force needed to restore safety and appropriate behaviour.

When considering the use of restrictive physical intervention there are only three components that can be judged as wrong.

- A negative impact on the process of breathing
- Pain as a direct result of the technique
- A sense of violation

#### Elevated risks

The following can result in a sense of violation, pain or restricted breathing

- The use of clothing or belts to restrict movement
- Holding a person lying on their chest or back
- Pushing on the neck, chest or abdomen
- Hyper flexion or basket type holds
- Extending or flexing of joints (pulling and dragging)

The following can result in significant injury:

- Forcing a child up or down stairs
- Dragging a child from a confined space
- Lifting and carrying
- Seclusion, where a person is forced to spend time alone against their will (requires a court order except in an emergency)

#### **The principles relating to Restrictive Physical Intervention are as follows:**

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupils' best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- Staff will use the minimum force necessary to ensure safe outcomes
- Staff will be able to show that the intervention used was a reasonable response to the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy

- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual pupil will always be taken into account
- In developing Individual SEN Support Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

## **Acceptable Forms of Physical Intervention at Parkside Community Primary School**

### Positive Physical Contacts

There are occasions where there may be physical contact between staff and pupils other than when adults are physically intervening to prevent serious misbehaviour.

Staff and adults are aware of sensitivities of any form of physical contact with children. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Guiding a small child on the playground. This should be only used where necessary and not form general practice.
- Calming/reassuring/comforting contact with a child that is upset or injured. A gentle tap on the arm to re-focus attention
- Guiding (without force) a pupil/child away from a situation or location using a hand on the back of the child's forearm and not by pulling a child's hand or arm.
- First Aid and medical treatment
- For curricular reasons (for example in P E, drama etc.)
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances, when Restrictive Physical Intervention is warranted

Planned physical interventions can be viewed as positive, because it is committed to keeping children and adults safe and included in all settings.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participant's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a

member of staff and a particular pupil. (Should a pupil appear to enjoy physical contact this must not be sought via Restrictive Physical Intervention).

### **Developing a Positive Handling Plan at Parkside Community Primary School**

If a pupil is identified for whom it is felt that Restrictive Physical Intervention may be a likely result, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a record to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention may be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ensuring a system to summon additional support
- identifying training needs

### **Guidance and Training for Staff**

Guidance and training are essential in this area. We need to adopt the best possible practice. In Parkside Community Primary School this is arranged for all staff at a number of levels including:

- awareness of issues for governors, staff and parents
- behaviour management techniques for all staff
- managing conflict in challenging situations - all staff

Training in practical techniques of restrictive physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor. (NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate).

Hertfordshire Steps is the local authorities preferred approach to supporting positive behaviour management in schools and services. The local authority has provided 'Step On' training to staff on elements of restrictive physical intervention and personal safety.

Parkside Community Primary School is a Thrive School. The Thrive approach is a dynamic, developmental, and trauma sensitive approach to meeting the emotional and social needs of children. It is through this approach that as a school we aim to achieve a vision in which children's needs are better understood and met.

## **10. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings including CPOMS reports which are prepared by the School's Pastoral & Parental Engagement Officer.

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

## **11. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. (STEPS Training)

Behaviour management will also form part of continuing professional development. (DSP Training for Senior Leaders bi-annually)

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti – Bullying policy
- STEPS Training Handbook
- SEND Policy
- Allegations Against Staff Policy
- EVOLVE – Policy for Off Site Visits

### **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff (refer to STEPS / THRIVE training), in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their action
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing board every September

## Appendix 2: School Line Management Structure for following Behavioural Issues

ISSUE IDENTIFIED



ISSUE DEALT WITH BY CLASS TEACHER OR TEACHING ASSISTANT AND DISCUSSED WITH PARENTS/CARERS



IF THE ISSUE CANNOT BE RESOLVED BY THE CLASS TEACHER IT SHOULD BE PASSED ON TO THE PHASE LEADER (MISS CHANDLER FOR EYFS, MRS WEINSTEIN FOR KS1 AND MISS WOOD FOR KS2)

**(CONTINUOUS REFUSAL & PERSISTENT LOW LEVEL DISRUPTIVE BEHAVIOUR)**

WHERE CHILDREN PERSIST IN BREACHING THE POLICY THEY ARE PLACED ON REPORT BY THEIR CLASS TEACHER – THE KS1, KS2 OR DEPUTY HEATEACHER. – INDIVIDUALISED FOR EACH CHILD. WHERE THERE HAS NOT BEEN AN IMPROVEMENT IN A CHILD'S BEHAVIOUR IT IS ESCALATED TO THE DHT AND IN THE ABSENCE OF THE DHT THE HT



**IF THE ISSUE IS OF A SERIOUS NATURE AND IS IN BREACH OF THE POLICY**  
**EXAMPLES INCLUDE (BUT NOT AN EXHAUSTIVE LIST)** Fighting of a threatening and serious nature, swearing at an adult, violence of a threatening nature against a child or adult, behaviour of a disruptive / persistent nature, bullying, name calling, sexualised behaviour.

THE CHILD SHOULD BE SENT TO THE DEPUTY HEADTEACHER IN THE FIRST INSTANCE AND A CALL MADE TO THE PARENTS/CARERS FOR AN APPOINTMENT TO BE MADE TO DISCUSS THE MATTER:



WHERE THERE IS A CONTINUOUS BREACH OF THE POLICY OR A ONE OFF INCIDENT OF A VERY SERIOUS NATURE THE CHILD SHOULD BE SENT TO THE HEADTEACHER WHO WILL CONSIDER FURTHER SANCTIONS WHICH INCLUDE:

**Internal exclusion for a fixed number of days and removal of privileges**  
**Exclusion for a fixed period of time between 1 and 4 days as a last resort**



**Where there has been a serious breach of the policy or for those of a continuous nature a 5 day fixed term exclusion will be applied. A reintegration meeting must be convened the morning after the last day of exclusion.**

**What must always be borne in mind is that common sense and discussion between senior leaders should always take place before any exclusion is given. Parents/carers must be informed at every step of the process and given the appropriate information regarding the reasons why decisions have been made.**

**Appendix 3: letters to parents about pupil behaviour – templates**



**PARKSIDE COMMUNITY  
PRIMARY SCHOOL**

**First Behaviour Letter**

Dear Parent / Carer,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Behaviour letter – return slip**

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

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Second behaviour letter**



**PARKSIDE COMMUNITY  
PRIMARY SCHOOL**

Dear Parent / Carer,

Following the previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

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

Yours sincerely,

Class teacher name:

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Phase Leader signature:

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Date: \_\_\_\_\_

**Third behaviour letter**



**PARKSIDE COMMUNITY  
PRIMARY SCHOOL**

Dear Parent/Carer,

I am sorry to report that, despite meeting and creating a behaviour contract,

\_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

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

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

Date: \_\_\_\_\_



