



**Behaviour policy and statement of behaviour principles**

**Reviewed:**

**May 2026**

## WELFORD ON AVON PRIMARY SCHOOL

### Behaviour policy and statement of behaviour principles

#### **Legislation, statutory requirements and statutory guidance**

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

#### **Aims:**

##### **The purpose of this policy is**

- Provide a consistent approach to behaviour management

- Define what we consider to be unacceptable behaviour, including bullying
- to promote values which will foster and encourage good behaviour
- to involve the children's own ideas and ideals in establishing clear guidelines backed by rules based on common sense and safety.
- to establish a clear system of sanctions which show an appropriate degree of disapproval
- to liaise with parents in order to give the children consistent messages
- to increase parental accountability for their children's behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to 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

**Children begin to learn about good behaviour at home before coming to school.**

**Building on this foundation and in partnership with the home we aim to create a happy, friendly and caring environment where children grow to respect:-**

- one another
- themselves
- all staff
- parents
- school property and the property of others
- their environment
- visitors to and neighbours of the school
- the rules / ethos of the school.

### **Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **Roles and responsibilities**

### **The governing body**

- The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The Headteacher**

- The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing body Performance and Standards Committee, 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.
- Support the school community ( staff, pupils and parents) in understanding and adhering to the behaviour policy and the pupil code of conduct

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Supporting pupils in understanding and adhering to the behaviour policy and the pupil code of conduct
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording and reporting behaviour incidents (see appendix 2 for a behaviour log)
- Report serious and persistent concerns promptly to the Headteacher

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

### **Parents**

Parents are expected to:

- Support their child in understanding and adhering to the behaviour policy and 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

### **Pupil code of conduct**

Pupils are expected to:

- behave in an orderly and self-controlled way
- show courtesy, consideration and respect to others.
- be honest and truthful.
- show respect to members of staff and each other
- make it possible for all pupils to learn
- move responsibly 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
- avoid prejudice of any kind.
- work and play together co-operatively, considering others' ideas
- care for one another

Some children particular pupils with additional needs may find these general aims difficult to understand. If this is the case then staff may need to be more specific in reminding them of such obvious things.

### **Bullying**

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

Bullying is, therefore:

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

<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

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

### **Sexism, Sexual Harassment and Sexual Violence**

We want everyone to feel included, respected and safe in our school.

We will not tolerate verbal abuse, which includes name-calling and sexist comments.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex. All staff and pupils are encouraged to call out and report this behaviour. Calling out behaviour as it happens will help all pupils understand what is and isn't OK. If the incident is very 'low level' – for example, a pupil making a comment that we have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot.

If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour. For example, by using it as an opportunity to encourage a class discussion about appropriate and inappropriate language
- Monitor their behaviour for any recurrence
- Talk to the parent face to face (or call if not possible) if the pupil refuses to apologise in the first instance
- A letter sent home to parents

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

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

Please refer to our safeguarding policy for more information

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like and covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

### **How we Encourage Good Behaviour**

All school staff can acknowledge and reward good behaviour through a positive classroom and school atmosphere of mutual respect and by praise. This can be done in several ways.

- Praise respect shown towards others
- Model good behaviour
- Praise good behaviour
- Set examples by explaining and modelling the behaviour we wish to encourage (the setting of clear boundaries).

- Praise skills shown: sharing, turn taking, cooperation, thinking of others.
- Always acknowledge an act of positive behaviour by praising the child -preferably in front of others so that it can be used as an example.
- Discuss making good choices by children
- Discuss need to walk away at times – ignore, not join in, building tolerance
- Use the House Point system as rewards for recognised good behaviour.
- Individually organised classroom management systems tailored to specific classes.
- Values ticket
- Letters or phone calls home to parents
- Special responsibilities/privileges (individual Classes)
- Postcard home

Each week we are able to acknowledge positive behaviour and celebrate achievements at “Celebrating Good Learning Assemblies”

### **How we actively discourage inappropriate behaviour**

**At Welford on Avon Primary School rudeness, unkindness, vandalism, dishonesty or mental/physical bullying of any kind is not acceptable.**

Occasionally, young children may forget our aims for good behaviour. In the same way as **good** behaviour is acknowledged, staff should also make the children aware of how we discourage **inappropriate** behaviour. They are:

- Regularly reminding children of the class rules.
- Verbal reprimand by a member of staff with reasons/ negotiation  
(At this stage teachers use the “Name on the board” procedure as a warning system – name on the board three times indicates a higher level of work disturbance which may be having an impact on the learning of others. Lower levels of disturbance can only be acceptable if not persistent. This is only effective for the pupil who is able to manage and modify their behaviour)
- Time outs – to consider actions – short thinking time away from volatile situation (5mins)
- Removal of privileges – if thought to be appropriate – time out from play to think further and longer about bad choices.
- Need to work separately in classroom.
- Class teacher will make informal contact with parents at this stage or earlier depending on the circumstances.
- Sending the pupil to complete a task in a different setting

- The formal recording of serious misdemeanours that are hurtful, aggressive, persistent in the behaviour incident folder. All staff involved in dealing with or witnessing incidents will keep the written records up to date.
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Always investigate, listen before acting. Interview and discuss. bullying (to include acts of violence, taunting, name calling etc) – **See Anti bullying Policy.**

It is hoped that for the majority of children a reprimand from a member of staff will be all the discipline necessary during their time at the school.

### **Behaviour management**

#### **Classroom management**

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 and their own classroom rules
- Develop a positive relationship with pupils
- Greet 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

#### **Mobile phones**

Pupils are not permitted to have access to mobile phones during the school day or at any after school clubs, school trips or after school events run by the school or the Friends of Welford. Pupils in upper key 2 may bring a phone to school if they are walking home but this must be switched off and handed to the class teacher. They will store it in a safe and secure place during the school day and will be returned it to the pupil at the end of the school day. Pupils must not use their phone while still on the school premises. Any exceptions to these procedures will be considered by the Headteacher and agreed with parents on an individual basis

## **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 (see appendix 3 for a behaviour log)

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.

## **Confiscation, searches, screening**

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, if appropriate.

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

## **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 team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

### **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.

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

### **Safeguarding**

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

Please refer to our safeguarding for more information

### **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).

### **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 on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **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 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, as long as 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, if appropriate.

### **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 of sexual violence or sexual harassment 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.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

### **Serious Behavioural Incidents (Procedure for action)**

Behavioural incidents that are serious are those that are deliberate and inflict verbal / mental/ physical harm or hurt on others.

Parents of children involved will be informed of serious behavioural incidents that occur in school either by letter, phone call or contact at the end of the day. A key member of staff will be consulted before making this contact. The form of initial contact will be based on our professional judgement in response to the situation.

This communication will indicate the level of their child's involvement in the incident e.g. verbal participant, physical action or considered as an instigator of the incident.

If a child builds up a series of these incidents by being persistently involved, it will be necessary to involve parents and pupil in attending regular meetings in school at agreed times. This will be an opportunity to discuss ways forward and a behaviour plan put in place.

Contact with parents will request that they support school decisions by helping their child develop the maturity to:

- Make choices – Every child has a choice to make about becoming involved with anti-social behaviours.
- Inform – Think that the safest way forward is to seek adult support therefore turning away from the incident.
- Seek help – Not to try to deal with other children's aggressive acts themselves as this can be unpredictable, unsafe and could become out of control.
- Be self aware – Learn about themselves, understand moods , feelings , be self aware of anger developing into aggressive and harmful behaviours , realise that verbal teasing can be abusive and hurtful , and if persistent (focused on an individual) is termed bullying.
- Respect – Understand how to have respect for others in a social environment, realise everyone has a right to be safe. No-one should feel threatened or scared.
- Build skills – Turn take, share negotiate, consider fairness, be accepting of others' needs as well as their own, understand tolerance.
- Outcome – A carefully considered behaviour contract for the child to abandon his / her anti-social behaviour habits and become a more trustworthy, likeable, happy and responsible person.

If after persisting with this process for a mutually agreed time period the child is unable to adapt their behaviours to integrate into the school setting, then measures may have to be created for the child not attend/ not be included at social play times for the day.

- Suspension from school during lunchtimes
- Fixed Term suspension from school (after consultation with governors and the LA)
- Permanent Exclusion

### **Suspension and permanent exclusions**

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 or acting headteacher and only as a last resort.

### **Supporting pupils following a sanction**

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

**This could include measures like:**

**Reintegration meetings**

Daily contact with the SLT

A behaviour plan with personalised behaviour goals

Please refer to our exclusions policy for more information

### **Responding to misbehaviour from pupils with SEND**

#### **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 causing any substantial disadvantage to a disabled pupil 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.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Specialist timetable to meet needs of the pupil
- 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
- 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

#### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?

- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs team 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 to create the plan and review it on a regular basis.

### **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 issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Staff Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

### **Monitoring arrangements**

This behaviour policy will be reviewed and approved by the headteacher and the Performance and Standards Committee annually. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Performance and Standards Committee every year.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

- Anti Bullying Policy
- SEN Policy
- Equality Policy
- Exclusions Policy

#### 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, in line with the behaviour policy
- The behaviour policy is understood by pupils, parents and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body 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 Performance and Standards Committee annually.

<b>Appendix</b>	
PUPIL NAME	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	

WERE PARENTS INFORMED?	YES NO
HOW WERE THEY CONTACTED	CALL EMAIL LETTER
DETAILS OF CONVERSATION	
OTHER PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, POLICE)	

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

Examples

### **First behaviour letter**

Dear [insert parent 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 curriculum, which is set out in 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] 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:

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Class teacher signature:

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

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### **Behaviour letter – return slip**

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

Name of child:

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Parent name:

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Parent signature:

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

### **Second behaviour letter**

Dear [insert parent name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

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

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

Yours sincerely,

Class teacher name:

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Class teacher signature:

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

### **Third behaviour letter**

Dear [insert parent 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:

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Class teacher signature:

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