

Relationships and behaviour Policy



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Chair of Governors:	Marie Linnane
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Contents

1. Aims	2
2. Legislation, statutory requirements and statutory guidance	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	4
6. School behaviour curriculum	6
7. Responding to behaviour	7
8. Serious consequences	10
9. Responding to misbehaviour from pupils with SEND	11
10. Supporting pupils following a consequence	12
11. Pupil transition	12
12. Training	12
13. Monitoring arrangements	12
14. Links with other policies	13
Appendix 1: Written statement of behaviour principles	134
Appendix 2: Reporting behaviours flowchart	165
Appendix 3: Cuffley's consequence flowchart	16
Appendix 4: Letters to parents about pupil behaviour	17

1. Aims

This policy aims to create a respectful, supportive, and nurturing environment where individuals are encouraged to behave positively and responsibly. By focusing on positive reinforcement and mutual respect, we foster an atmosphere of kindness, understanding and personal growth. The policy aims to:

- 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
- Be aligned with the principles of therapeutic thinking

Our core values are defined in our school values – The Cuffley Cs, which are Caring, Curiosity and Courageous.

- **Caring:** We treat each other with kindness, consideration and respect. Every person's dignity is upheld, their views, experiences and needs are valued. We promote a welcoming environment where everyone feels accepted and included, regardless of their background or differences. We support open communication and teamwork.

- **Curiosity:** We are curious learners; we take responsibility for our actions and contribute to creating a harmonious and safe environment. We reflect on our behaviour and its impact on others. We are encouraged to work together, share ideas and contribute to the community.
- **Courageous:** We focus on strengths and achievements to inspire continued progress; we are brave learners, always looking to develop our learning. Positive behaviour is acknowledged and celebrated.

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 Feb 2024](#)
- › [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 - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Mobile phones in schools – Guidance for schools in prohibiting the use of mobile phones Feb 2024](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

3. Definitions

We are committed to providing a caring, friendly and safe environment for everyone at Cuffley, so we can teach and learn in a relaxed, happy and secure atmosphere.

This policy reflects the governing body and school's high expectations of behaviour for children at Cuffley School. It underpins the ethos of our school where every member of the school community is valued and treated with respect.

Our emphasis is on ensuring that all children understand the school's expectations for behaviour, which is taught explicitly throughout the school year. We believe that it is vital to celebrate effort and successes, so that all pupils feel valued.

Misbehaviour is defined as:

- › Breaches of the school rules and Class Charters
- › Refusal to complete classwork

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules and Class Charters
- › Any form of bullying
- › Sexual Abuse
- › Vandalism
- › Theft
- › Fighting
- › Making threats
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items, such as:
 - Mobile phones

- Stolen items
- Weapons
- 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)
- Bringing goods/items to school with the intention of personal gain

4. Bullying

Bullying is:

Bullying is intentional behaviour that hurts someone else. It includes name-calling, hitting, pushing, spreading rumours, threatening, or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying may be racist, sexist and homophobic or highlight other differences. People can be bullied for any reason; because of the way they look, because of their religion, their age, or because of a learning or physical disability for example. Whatever the reason, bullying is never acceptable and will not be tolerated. (Please refer to the school's Anti-bullying policy).

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for:

- › Reviewing and approving the written statement of behaviour principles (Appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher and behaviour lead
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

5.2 The headteacher and behaviour lead

The headteacher and behaviour lead are responsible for:

- › Reviewing this policy in conjunction with the governing body
- › Giving due consideration to the school's statement of behaviour principles (Appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with 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) and mental health needs 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 consequences and support when necessary

5.3 Teachers and staff

Provide consistent positive reinforcement, model respectful behaviour, and offer guidance and support to all individuals.

Staff are responsible for:

- › **Verbal Praise:** Regularly acknowledge positive actions with specific praise, recognising efforts and improvements.
- › **Celebration of Achievements:** Publicly celebrate milestones, successes, and efforts in a way that encourages continued growth and participation.
- › **Reward Systems:** Introduce tangible or intangible rewards that reinforce positive behaviours, such as privileges, responsibilities, or stickers of recognition.

Peer Recognition: Encourage individuals to acknowledge the positive behaviours of others, fostering a community of mutual respect

- › Creating a Class Charter in line with this policy and collaboration with their class
- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating and teaching the school's expectations, rules, 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 including SEND pupils by using the school's agreed procedures and strategies e.g. Zones of Regulation
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly using the school's online system.
- › Challenging pupils to meet the school's expectations.

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

5.4 Parents and carers

Parents and carers should: support the values of the policy and collaborate with staff to ensure a consistent approach to positive behaviour.

- › 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 reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, following the school's behaviour flow chart, whilst continuing to work in partnership with the school (Appendix 2)
- › 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.

Parents will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

5.5 Pupils

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

- › Take responsibility for their own actions and engage in the process of positive change
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard
- › The expected standard of behaviour they should be displaying at school
- › The consequences they will face if they don't meet the standard
- › That they have a duty to follow the behaviour policy and class charter

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

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

6. School behaviour curriculum

At Cuffley School, staff receive training in behaviour support and management. Our expected behaviours are (but not limited to):

- **Kindness & Courtesy:** Greet others politely, listen attentively, and offer help when needed. Always strive to be patient and understanding.
- **Self-Respect & Self-Discipline:** Demonstrate self-control and positive decision-making. Take ownership of actions and choices.
- **Problem Solving:** Handle conflicts constructively by listening, understanding different perspectives, and working together to find solutions.
- **Contribution:** Actively participate in group activities and engage in discussions that promote a supportive environment.

We use strategies to positively manage and de-escalate situations before a crisis arises. We also offer support to, and debrief, children after a behavioural incident where adult intervention is required so that they are able to move forward positively.

A debrief will:

- › Identify who has been affected and how.
- › Consider how we repair relationships.
- › Plan for a different response to the same experiences of feelings re-occurring.

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 consequences when given

- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

- › Pupils are not allowed to have mobile phones. Schools have the power to confiscate mobile phones or similar devices as a disciplinary penalty. Headteachers are backed by the DfE to confiscate mobile phones and similar devices for the length of time they deem proportionate.

Pupils are not allowed to have Air tags in their bags or attached to their clothing. If seen, these will be removed, and parents will be asked to collect them from the school office.

7. Responding to behaviour

7.1 Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the school by:

- › **A Restorative Approach:** When negative behaviour occurs, we approach the situation with empathy and a focus on understanding. Conversations will be held to address the impact of the behaviour and find ways to make amends.
- › **Use of Support Systems:** Individuals struggling with their behaviour will be offered guidance and additional support to help them develop positive coping strategies.
- › **Reflection:** Encourage self-reflection to help individuals understand their actions and their effect on others, while also developing strategies for improvement.
- › **Clear Boundaries:** Ensure clear and consistent expectations are communicated, while supporting individuals in developing better choices through positive encouragement.
- › Developing 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 disruptionUsing positive reinforcement
- › Creating and maintaining a stimulating environment that encourages pupils to be engaged
- › Displaying the behaviour curriculum or their own class charters

7.2 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 misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

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

7.3 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:

- › Verbal praise
- › Communicating praise to parents via a phone call or using the school's online system – Arbor
- › Cuffley Crusaders are awarded during the weekly celebration assembly
- › Team points
- › Positions of responsibility
- › Whole-class or year group rewards

7.4 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 (in-line with the Therapeutic Thinking Approach) 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 considering behaviour consequences, staff will also acknowledge what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- › A verbal or non-verbal reprimand and reminder of the expectations of behaviour
- › Sending the pupil to a reflection space within the class
- › Sending the pupil out of the class
- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at break or lunchtime
- › Use of the school's 'Reflection Room' at break or lunchtime to regulate and reflect on behaviour
- › The use of a restorative de-brief (this could include social stories, role-play, therapeutic tree etc.)
- › Loss of privileges
- › Referring the pupil to a senior member of staff
- › Phone call or email home to parents
- › Agreeing a behaviour contract (Pastoral Support Plan)
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. (Please see Appendix 3: Cuffley's Consequence Flow Chart)

7.5 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 hurting themselves or others.

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

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.

7.6 Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site. 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

Consequences 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
- The removal of a child's waiver (UKS2 children only)

Consequences will be given out on school premises or elsewhere (e.g. on a school-organised trip).

7.7 Online misbehaviour

The school can issue behaviour consequences 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

Consequences will be given out on school premises.

7.8 Zero-tolerance approach to sexual abuse and misconduct

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive

- › Decided on a case-by-case basis

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

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

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

8. Consequences

It may sometimes be necessary for a child to have a protective consequence, such as the removal of a freedom or differentiated learning space (see below). Where there are protective consequences, an educational consequence will also follow, this may include:

- › Discussing the implications of behaviour
- › Rehearsing and practising behaviour
- › Understanding and assisting with repairs

8.1 Self Reflection Room

Pupils can be asked to spend a period of time with a member of SLT during their break and/or lunch times.

The school will decide whether it is necessary to inform the pupil's parents.

When in the Reflection Room the children will be asked to complete a reflection task and how the behaviour choices have broken the school rules and expectations. (Appendix 4)

8.2 Differentiated learning space (removal from classroom)

In response to serious or persistent breaches of this policy, the school may provide a child with a differentiated learning for a limited time (maximum 1 day). Pupils will receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of a member of SLT.

Unless the behaviour warrants immediate removal, this consequence will only be used once other behavioural strategies have been attempted. This is a serious consequence and will only be used in response to serious misbehaviour.

A differentiated learning space can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of pupils and adults
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

We may also consider:

- › Temporary increased staff ratio
- › Limited access to outside space
- › Escorted in social situations
- › Restricted off site activities

Parents will be informed on the same day if their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently in differentiated learning spaces, such as:

- Meetings with class teacher, behaviour lead and if necessary, a member of SLT
- Short term Pastoral Support Plan (PSP)
- Long term behaviour plans
- Support from external agencies

Staff will record all incidents of removal from the classroom using the school's logging system.

8.3 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 consequences 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 policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

In line with the Hertfordshire Ordinarily Available Provision (OAP) guidance, we take a proactive, inclusive approach to behaviour, ensuring our everyday practice supports the emotional wellbeing of all pupils, including those with additional needs.

We understand that not all misbehaviour is a choice, and we strive to understand the reasons behind behaviours, especially where children are struggling to regulate due to SEND or SEMH needs. While not every behaviour incident will be linked to a pupil's SEND, we consider each situation on a case-by-case basis and aim to respond in a way that is fair, proportionate and informed by the pupil's context.

In line with our statutory duties under the Equality Act 2010, the Children and Families Act 2014, and the SEND Code of Practice, we will:

- Take reasonable adjustments to ensure that school policies and practices do not place disabled pupils at a substantial disadvantage.
- Use our best endeavours to meet the needs of pupils with SEND through high-quality, inclusive classroom provision.
- Ensure that the provision outlined in EHCPs is secured and reviewed regularly in collaboration with families and professionals.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, whilst ensuring we continue to maintain a duty of care to our children and staff.

These may include:

- Short, planned movement breaks for a pupil with SEND
- Adjusting the seating plan and lining up expectations
- Adjusting uniform requirements
- Training for staff in understanding conditions such as autism

9.2 Adapting consequences for pupils with SEND

Any consequence will be adapted so that this is in line with a child's developmental age and any identified need.

9.3 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 to create the plan and review it on a regular basis.

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

10. Supporting pupils following a consequence

Following a consequence, 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 behaviour lead, member of SLT, pastoral members of staff
- A Pastoral Support Plan with personalised behaviour goals

11. Pupil transition

11.1 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.

11.2 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

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

- 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.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

13.2 Monitoring this policy

This relationships and behaviour policy will be reviewed by the headteacher and the full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- SEND policy
- Online Safety Policy

15. Conclusion:

By emphasising positive regard, this behaviour policy ensures that all individuals feel respected, supported, and empowered to make positive contributions to their community. Through encouragement, understanding, and constructive feedback, we foster an environment of growth and mutual respect.

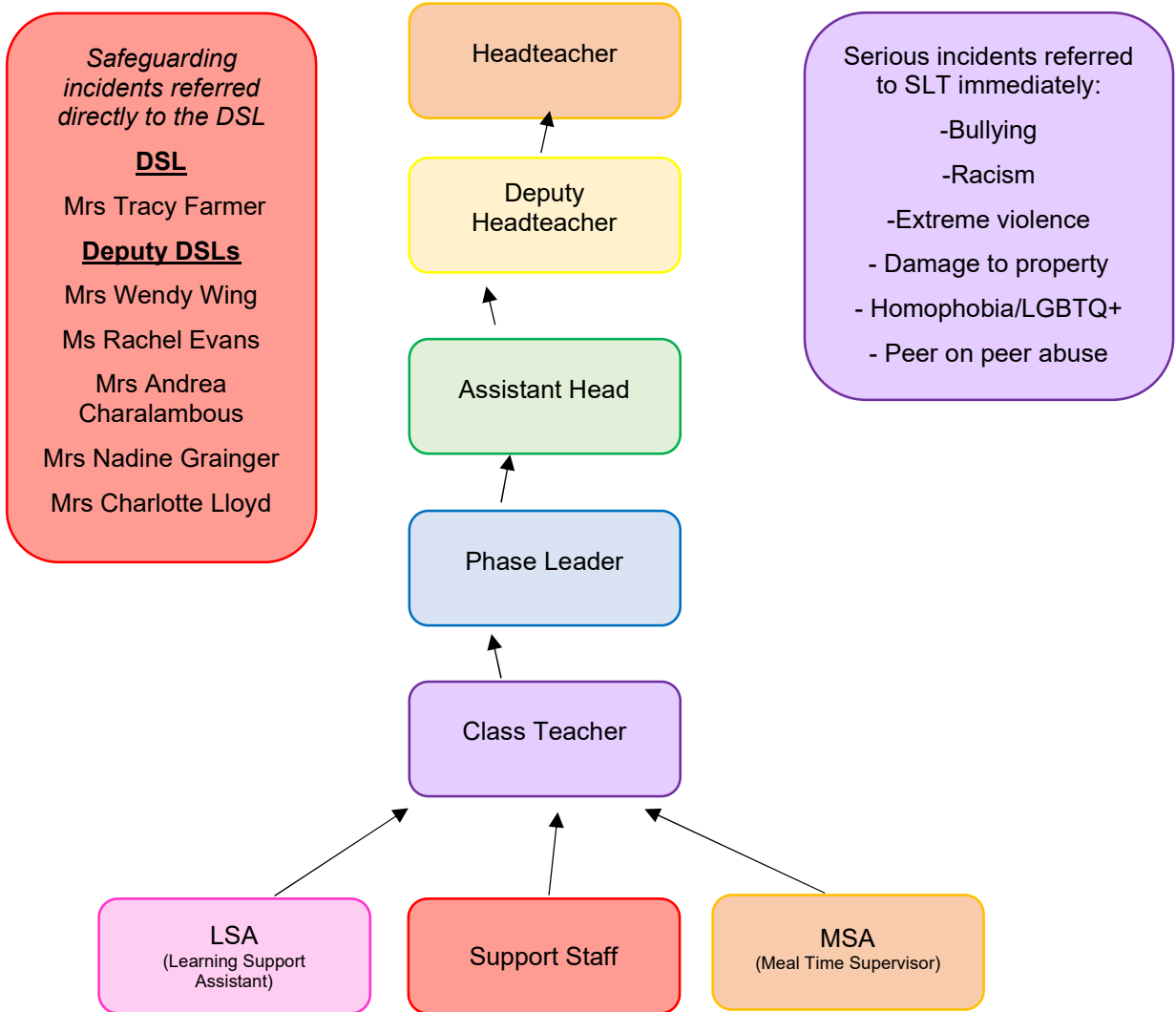
Appendix 1: Written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, play, and to be able to 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 and consequences are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

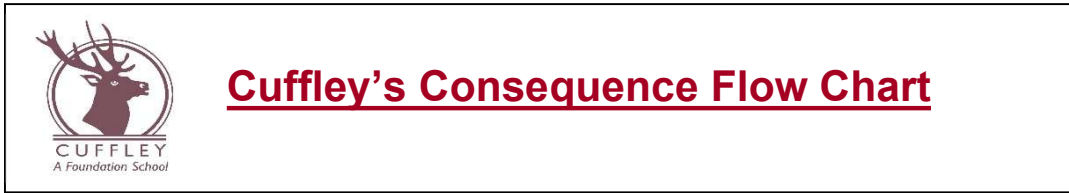
The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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

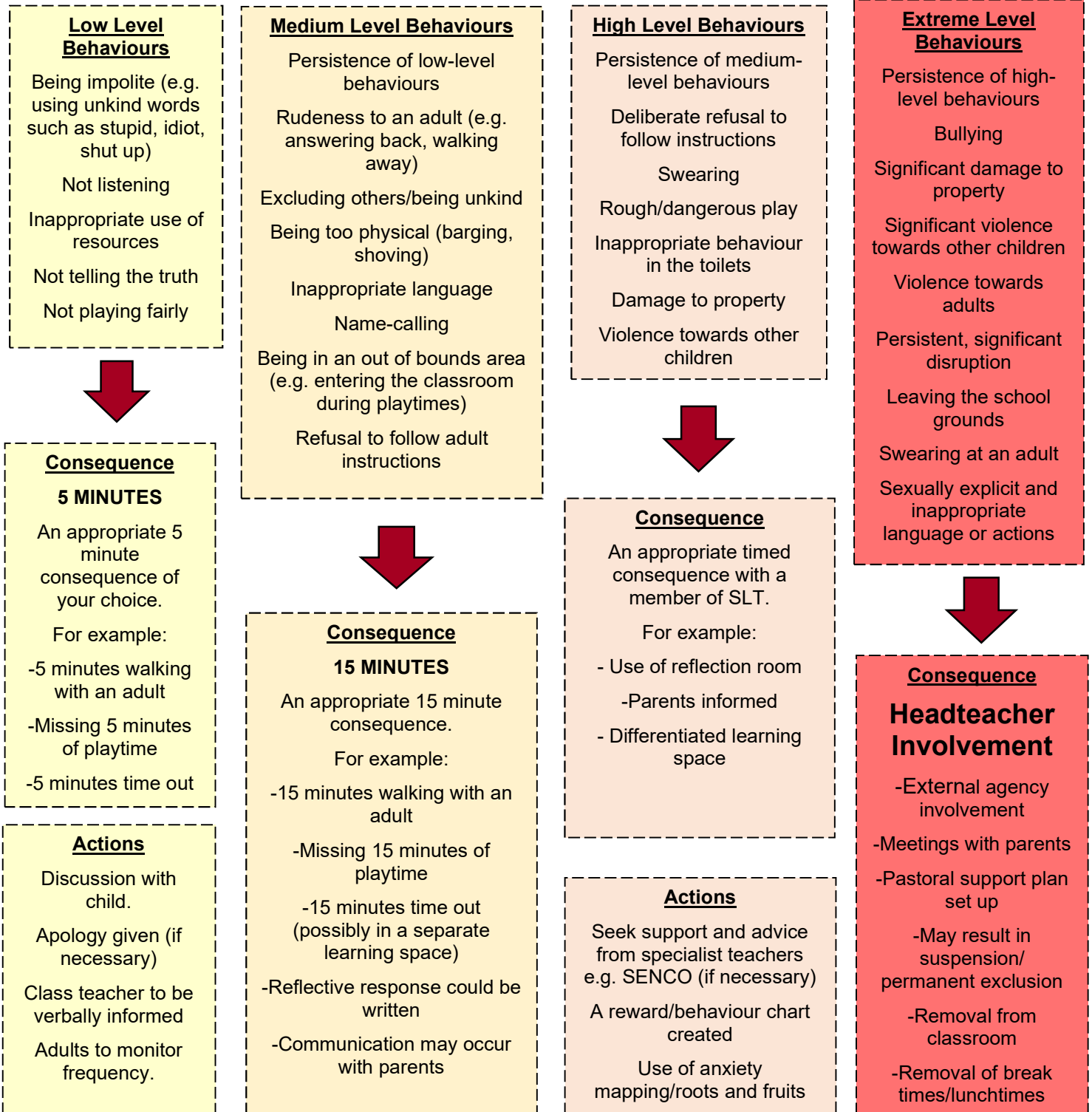
Appendix 2: Reporting behaviour flow chart



Appendix 3: Consequence flowchart



This flow chart is to be used as a guide to ensure consistency. Teacher discretion should be used when needed. It is a working document that will be reviewed regularly.



Appendix 4: Letters to parents about pupil behaviour

First behaviour letter

Dear parent,

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

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. 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

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me and the behaviour lead(s) after school so we can discuss a way forward.

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: _____

Third behaviour letter – Pastoral Support Plan

Dear parent,

I am sorry to report that, despite meeting and discussing the potential of creating a Pastoral Support Plan (PSP) , _____ has continued to misbehave.

I believe _____ 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 behaviour lead, 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: _____

Reflection Room letter

Dear parent,

I am writing to inform you that _____ has had to spend time in the school's Reflection Room on this date _____ at this time _____.

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

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Reflection Room 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: _____