

Stretton Handley CE Primary School



Behaviour Policy

Statutory Policy	Yes
Policy Date	February 2024
Review Period	Annually
Next Review Date	February 2025
Reviewed by	Louise Nicholson
Approved By	

Coverage	School	Whole School
Published to	School Website	Yes
	Staff Area	

Date of update	Changes made	Governor minute
February 2024	Good to be green removed, behaviour ladder introduced	Approved February 2024
March 2024	Latest guidance include: Child on child abuse, Paragraph on social, emotional and mental health Paragraph on supporting learners with SEND Clearer steps explaining consequences for unacceptable behaviour	



Stretton Handley Church of England (VC) Primary School

Behaviour Policy

The Golden Rules at Stretton Handley Primary School are:

- Be Kind**
- Be Respectful**
- Be Safe**
- Be Ready to Learn**

1. Statement of intent

Stretton Handley CE (VC) Primary School is committed to promoting positive behaviour in an environment of mutual respect and positive relationships. We celebrate success and are committed to continuous improvement and the fulfilment of every child's potential. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

The behaviour policy at Stretton Handley is central to our vision and ethos. It runs through the whole school and its teaching, providing opportunities for children to learn how to behave appropriately in a range of circumstances. Every class has a "Ready To Learn" Ladder (see Appendix 1) and our aim is for all pupils to be ready to learn and make good choices throughout the day.

We aim for children to feel safe and to help develop respect and empathy for others. We believe that all behaviour is communication. All children have a unique pathway through our school; some are resilient, with strong, embedded self-regulation able to manage transitions and embrace new challenges. Others may struggle and find adapting to a new environment a challenge. All behaviour, both positive and negative, is a form of communication. Endeavouring to understand this communication is essential if we are to meet the needs of all learners.

Children need to understand the consequences of their behaviour and the impact it may have on those around them. This document is shared, understood and used by the whole school community.

The Key Principles underpinning this policy are:

- Relationships within the school are respectful.
- There is a positive ethos, which develops cooperation and consideration.
- Staff work with parents, and parents are involved with their child's schooling.
- There is provision within the school for a child's emotional needs.
- Children understand the rules and expectations of the school.
- Staff follow clear and transparent procedures for issuing both rewards and sanctions.
- The school has a system for working with outside agencies for support.
- Suspension and exclusion are only used as a last resort.

Our Aims and Values:

- We value all the children in our school equally.
- We aim to create a positive climate with realistic expectations for each child.
- We emphasise the importance of being valued as an individual within the group.
- We promote, through example, honesty and courtesy.
- We provide a caring, effective learning environment.
- We encourage relationships based on kindness, respect and understanding of the needs of others.
- We ensure fair treatment for all, regardless of age, gender, race, ability and disability.
- We reward good behaviour as well as implementing consequences for poor behaviour.

2. Social, Emotional and Mental Health (SEMH) needs and Special Education Needs and disabilities (SEND)

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to Social, Emotional or Mental Health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

All staff will be made aware of how potentially traumatic adverse childhood experiences (ACES), including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Preventative measures for pupils with SEND

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

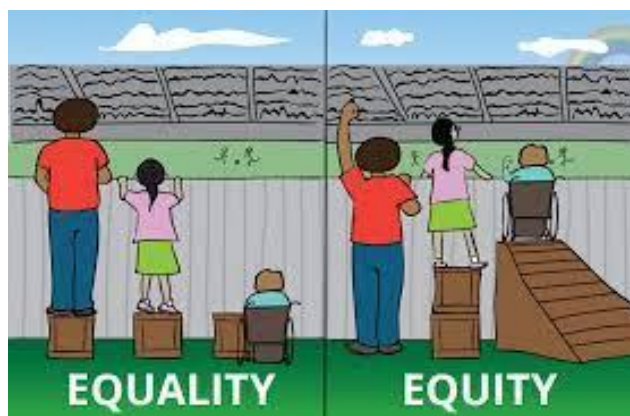
- Short, planned movement breaks where SEND needs means a pupil finds it difficult to sit still
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

We treat all children fairly which might not mean all children are treated equally.



3. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

4. Roles and Responsibilities

The development of good relationships between staff and students is essential and we recognise the importance of the adults in school in ensuring a positive, consistent approach to behaviour management. Children thrive on certainty and a standard approach by all adults in school towards all behaviours will embed this consistent and positive approach.

All staff will:

- Ensure children are recognised for positive behaviour which is over and above.
- **Never** ignore poor behaviour.
- Display school rules and ensure these are regularly referred to and taught.
- Model positive behaviour and build relationships.
- Praise the behaviour that they want to see.
- Meet and greet children before they sit down to a task which will have been prepared ready for them.
- Use 'Give me 5' to get children's attention ready for learning.
- Reinforce calm walking inside the school building and when coming in from outside areas.
- Plan learning that challenges and engages all learners.
- Ensure that children know that every action has a consequence.
- Calmly and slowly deal with disruptive learners by ensuring they are stepped through sanctions and given time to refocus or reflect on their behaviour every time.
- Will have a restorative conversation with the child after any 'time out'.

The governing body has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Complaints Procedures Policy.

Pupils are responsible for:

- Working to the best of their ability and allowing others to do the same.
- Following the school rules.
- Following the instructions of school staff.
- Treating adults and peers with respect and kindness and being aware of their behaviour on others.

Parents are responsible for:

- Ensuring your child arrives at school on time, in school uniform (or PE uniform on PE days) and ready to learn.
- Supporting your child to know and understand the school rules and how important they are not only for school but as skills for life in the world we live in.
- Supporting your child with their reading, spelling and homework.
- Informing the school of any changes in circumstances which may affect your child's behaviour.

5. Definitions

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt teaching and learning within the classroom.

- Being unkind to peers.
- Being disrespectful.
- Damaging school or other property.
- Low-level disruption and disturbing others learning in class.
- Not completing classwork.
- Leaving the classroom without letting an adult know.
- Not following a school adult’s instructions straight away.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Racist behaviour** – An incident or series of incidents which, whether intentionally or unintentionally, intimidate, offend, exclude, belittle or harm an individual in any way physically, emotionally or mentally because of their origin, colour, race, religion or nationality.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Possession of banned items.
- Refusing to comply with sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or destructive behaviour.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils.
- Any behaviour that requires the immediate attention of a member of the Senior Leadership Team.

Each incident will be investigated and dealt with on a case-by-case basis.

6. Managing behaviour

Our expectations for good behaviour are reflected in our collective worships, displays around school and in all members of our school community. The maintenance of good behaviour within the classroom is the responsibility of the class teacher and support staff. Staff should seek the support of each other when necessary as an effective strategy for dealing with behavioural problems and as a means of giving special praise where it is due.

At Stretton Handley CE Primary School, we have a school culture of respect and good behaviour and through positive teaching strategies aim to prevent any behaviour issues before they arise. Careful consideration is taken into the arrangement and seating in classrooms and the daily routine to minimise any disruptive behaviour.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will also explain clearly to pupils what will happen if behaviour continues to be unacceptable.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Midday supervisors for the lunchtime period are aware of strategies to encourage positive behaviours and procedures to follow for any misbehaviour. All staff members are on hand throughout lunch to provide assistance if needed.

In collective worship, we recognise individual achievements, team achievements, and take the opportunity to reinforce good behaviour. We offer our children a wide range of extra-curricular activities to provide further opportunities for challenge, raising self-esteem, responsibility, and the encouragement of positive behavioural traits.

7. Whole school rewards

We recognise excellent behaviour by marking it with positive recognition for children who go over and above what is normally expected. Recognition could include:

- Verbal praise – “I’ve noticed ”
- Children are moved up the behaviour chart in class.
- Dojo points.
- Prizes for 100 dojo points.
- Stickers and stamps from the class teachers.
- Golden time and treat tuck shop (Fridays).
- A visit to the Headteacher to celebrate achievements and share work.
- Star of the week certificate in celebration collective worship.
- Kind and courteous award in celebration collective worship.
- School council award, church council award, mini leaders awards – all chosen by the children for the children and are given out during celebration collective worship
- Lunch time award in celebration collective worship.
- Read to succeed books awarded at the end of each half term.
- Class attendance award for children who are above the school target of 96% at the end of each term.
- Certificates for continued achievement in spellings and timetables.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.

- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

8. Consequences

Children need a consistent and clear approach from all members of staff. We aim for the children to understand that every behaviour has a consequence and our standard approach to all behaviour ensures a fair approach.

All behaviours are referred back to our four golden rules; **Be Kind, Be Respectful, Be Safe, Be Ready to learn.**

We recognise that most children behave well for most of the time. We want to celebrate this and ensure that children remain motivated and rewarded for maintaining good behaviour. However, we also recognise that some children struggle to make positive choices and may need more encouragement and support to make the right choices.

We also recognise that safeguarding action may need to be taken to protect children from abuse from other children as well as from adults. We work actively to prevent sexual harassment, online sexual abuse and sexual violence through our PSHE and RSE curriculum. Please refer to our Child Protection and Safeguarding Policy (section 7: Child on child abuse) and Online Safety Policy on. Both can be found on the school website.

The safeguarding leads will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

Managing challenging behaviour

The effective management and organisation of the school day provides the children with a secure routine to adhere to which in turn minimises the opportunities for misbehaviours. Instances of unacceptable behaviour are taken seriously and dealt with immediately.

Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour. Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's SEND budget.

The steps we follow to manage challenging behaviours are outlined in the table below.

THE STEPS TO MANAGE CHALLENGING BEHAVIOUR

EYFS		
<p>The children are taught about kind and thoughtful conduct from day 1 in Reception. Depending on the age and development of the child, the following consequences are applied. In Reception, the children are taught the Golden Rules. They learn about what good learning looks like and being ready to learn. When necessary, they are gradually introduced to the whole school behaviour consequences. This includes a warning with reference to the golden rule they have broken. This gives the child the opportunity to change their behaviour. If needed, their name will be taken off the ladder and a restorative conversation about being ready to learn will be had before putting their name back up. If needed, they may be sent for time out in another class. A parent will be contacted if this happens.</p>		
Key Stage 1 & 2		
1. Reminder	<p>A quiet reminder of the expectations of the learner: 'Be Kind, Be Respectful, Be Safe, Be Ready to Learn' delivered privately.</p> <p>The adult makes them aware of their expectations using positive reminders.</p>	
2. Warning	<p>The teacher or TA will give a clear, verbal warning, making the child aware of their behaviour and outlining that there will be consequences if the behaviour continues. Use the phrase "think carefully about your next step as there will be consequences." The learner has a chance to make the right choice. Remind them of their previous good conduct wherever possible.</p>	
3. Last Chance	<p>Using these words, 'last chance', give a final opportunity for the child to engage in making the right choices. Boundaries are reset</p>	
4. Think about it - refocus	First time out	<p>5 minutes in another class A restorative conversation with class teacher</p>
	Second time out	<p>Repeat time out in another class. Further restorative conversation with class teacher</p>
	Third time out	<p>Repeat time out in another class. Further restorative conversation with class teacher Letter sent to parents</p>
5. Reflect	Fourth time out	<ul style="list-style-type: none"> • Work outside the school office until the end of the lesson. • Miss playtime or lunchtime and spend time in reflection room. • Miss golden time and treat tuck shop. • Complete a reflection sheet. • Restorative conversation with Mrs Nicholson or Mr Cook. • Letter to parent requesting a meeting. • Meeting with parent.
6. Reset	Fifth time out	<ul style="list-style-type: none"> • Seclusion in school for 1 day. • Letter to parent requesting a meeting • Meeting with parent. • After 2 day of seclusion in school, a suspension will be issued. • Letter to parents, Local Authority, Chair of Governors

The restorative conversation

This conversation needs to be between the child and adult directly concerned and at a time when the child has had time to reflect (take up time) and when the situation has de-escalated. It should occur at a time that does not impact upon learning time.

Ask:

- What happened?
- Who was affected?
- How were they affected?
- What needs to be done to put things right?
- How will you do things differently next time?

Where behaviour does not improve after time out, the same steps will be followed.

After 3 time out and restorative conversations, parents will be informed initially by a letter from the class teacher. Following another time out, parents will be invited to attend a meeting with the class teacher in school.

During this meeting a Behaviour Support Plan may be deemed necessary and be put in place. This clearly identifies what behaviours are expected from the child and the consequences of any further unacceptable behaviour. Parents and pupils will also be informed at this meeting that further unacceptable behaviour may lead to a system of internal exclusions within school.

The Behaviour Support Plan will also include restorative measures to support the child and help change and understand their behaviours. Other adults may be involved in supporting the child to help them with strategies to manage their emotions and choices. This may include attending Nurture Group, Lego Therapy, Circle of Friends, Talk-time, Anger and Anxiety support. Stretton Handley also works with Behaviour Support specialists in some circumstances, to ensure that we are supporting the child with an individual approach.

Persistent and unacceptable behaviours

Depending on the outcome of the parent, pupil and staff discussion, if behaviour persists to be unacceptable, it may be that your child will be secluded in school for a full day. There will only be a maximum of two seclusions, before a final suspension occurs.

A suspension is usually 1 day, but can be longer depending on the severity or frequency of the behaviours displayed.

Please note that for more serious incidents, such as fighting, harmful sexualised behaviours, bullying, swearing or extreme defiance, these sanctions or suspension may be implemented immediately. This is at the discretion of the Head Teacher or Senior Teacher

On return to school a re-integration meeting will set targets for improvement. If no improvement is made then formal warning of the move to permanent exclusion will be given.

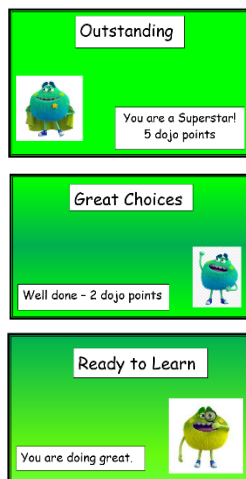
The school will follow DfES guidance on permanently excluding pupils.

APPENDIX 1

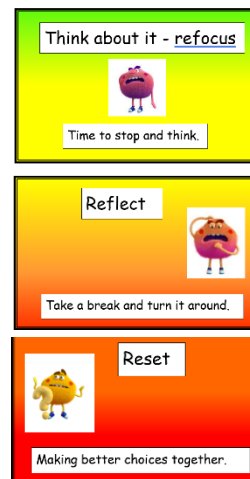
Ready to Learn Ladder

Our 'ladder' behaviour system provides an effective way to promote positive behaviour in the classroom. It allows for recognition of pupils who are always ready to learn and supports those who need support focussing on their learning. It is a fair approach and ensures that pupils know the rules and behaviours expected in school regardless of what classroom they are in or who is teaching them.

Displayed on classroom wall



Kept on Teachers desk



Each class has a **Ready to Learn Ladder**. Children are encouraged and supported to move up the ladder by making **Great Choices** or **Outstanding Choices**.

The aim is for all children to make the most out of the time at school so they can reach their potential – children are supported to do this. The children have Golden Time on Friday if they have remained Ready to Learn and made Great or Outstanding Choices during the week. There are a range of activities for Golden time including sports outside, free play outside, indoor activities which include colouring, craft activities and free play.

APPENDIX 2



Stretton Handley CE Primary School
Behaviour Reflection Sheet

Date: _____
Name: _____
Where in School: _____
Behaviour: _____
Teacher: _____

STOP! What has happened?

A yellow thinking face emoji with large eyes and a hand on its chin. A red octagonal stop sign with the word "STOP" in white is positioned to the right of the emoji.

Blank box for reflection.

THINK! What should I have done?

A yellow thinking face emoji with large eyes and a hand on its chin.

Blank box for reflection.

DO! What will I do differently?

Adult description

A yellow thumbs up emoji with a smiling face. To its right, the text "LET'S DO IT!" is written in bold, black, capital letters.

Blank box for reflection.

Signed by teacher.....Signed by child.....

APPENDIX 3

Stretton Handley C of E (Controlled) Primary School,

Beresford Lane,

Woolley Moor,

Alfreton,

Derbyshire.

DE55 6FH

Tel/Fax: 01246 590418

Head Teacher: Mrs L. Nicholson

Behaviour Letter – Refocus

Dear Parent,

Recently, **XXXXXXXX**, has not been behaving as well in school as they could.

Your child has now been sent for time out in another class three times this term.

It is important that your child understands the need to follow our school rules. We have 4 Golden rules:

Be Kind

Be Respectful

Be Safe

Be Ready to Learn

I would appreciate it if you could discuss your child's 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. At this stage I am confident that a reminder of how to behave appropriately will be sufficient. If you would like to come in and discuss **XXXXX** behaviour, please contact me via dojo or ring the school office to make an appointment.

Please return the slip below to acknowledge you have received the letter and spoken to **XXXX** about their behaviour.

Yours sincerely,

Class teacher name

Class teacher's signature

BEHAVIOUR LETTER – Return Slip

Please return this slip to school to confirm you have received this letter and discussed your child's behaviour with them. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

APPENDIX 4

Stretton Handley C of E (Controlled) Primary School,
Beresford Lane,
Woolley Moor,
Alfreton,
Derbyshire.
DE55 6FH
Tel/Fax: 01246 590418

Head Teacher: Mrs L. Nicholson

Behaviour Letter - Reflect

Dear Parent,

Following my previous letter regarding the behaviour of **XXXXXXX**, I am sorry to say that they are still struggling to adhere to our school rules. We have 4 Golden rules:

Kind
Respectful
Safe
Ready to Learn

Your child has continued to need to be reminded of **XXXXXXX**

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

Yours sincerely,

Class teacher name:
Class teacher signature:

APPENDIX 5

Class Behaviour Log

Date	Pupil	Behaviour	Outcome	Parents contacted
			Warning Last chance Refocus Reflect Reset	Y / N
			Warning Last Chance Refocus Reflect Reset	Y / N
			Warning Last Chance Refocus Reflect Reset	Y / N
			Warning Last Chance Refocus Reflect Reset	Y / N
			Warning Last Chance Refocus Reflect Reset	Y / N
			Warning Last Chance Refocus Reflect Reset	Y / N
			Warning Last Chance Refocus Reflect Reset	Y / N
			Warning Last Chance Refocus Reflect Reset	Y / N
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			Warning Last Chance Refocus Reflect Reset	Y / N