



Totternhoe Behaviour for Learning Policy



'Growing together in knowledge, love and faith'

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Our mission, vision and values

Our Trust has a clear **mission** at its core, ensuring that all pupils are enabled to flourish, rooted in God's Love - academically, socially, spiritually, physically and mentally. This is central to our work and rooted in our Christian foundation (John 10 v 10). Our commitment to mutual flourishing within the school community is built upon our shared belief in Church of England principles. In our Trust, just as in the wider Church of England

Enabling all to flourish: Rooted in God's love

community, 'flourish' refers to prospering, thriving and growing. It means prayerfully encouraging all within our schools so that they might prove fruitful, successful and contented in the longer term. We seek to provide space generously for all to flourish in life and all of its structures. Equitable treatment for all pupils, staff and the wider community is a core part of enabling this long term, holistic flourishing.

We have a clear **vision** about creating successful schools for the benefit of their communities and we expect every school in the Trust to continuously improve. All schools provide rich and diverse curricula which evolve to meet the needs of their children and local communities, as well as delivering educational excellence to enable them to continue to flourish in later life.

The way we work and deliver against our mission is critical to our Trust. We have shared, agreed **values** of:

Hope; Nurture; Equality; Respect; Collaboration

The Trust's vision is underpinned by a Christian values framework which is adopted by all schools. It provides clear expectations for all Trust employees on how we wish our values to impact on all areas of school life. It draws on, and is informed by, the National Church of England Vision for Education and the Diocesan Board of Education Vision.

Each school within the Trust has a personalised vision for education, developed locally to reflect the individual character and needs of the school community. This vision is underpinned by the Trust's wider vision, and agreed with the Trust, but it is owned and driven by the headteacher and their LGB.

Our community

Our Trust is dedicated to delivering education that serves local communities. Our schools are inclusive, welcoming those from all and no faiths, from all abilities and backgrounds. We believe in providing a high-quality education, underpinned by Christian values, which enables every child to flourish.

Underpinning all of the Trust's work is a belief in educational excellence. The Trust serves all stakeholders by providing schools with the highest levels of academic rigour and pastoral care.

Our schools are places where children and young people develop and thrive intellectually, socially, culturally, and spiritually. All of the Trust's schools teach a broad and balanced curriculum within national guidelines focusing on core skills. This is designed to ensure that all pupils reach their academic potential and seek to enrich their experience along the way. Pupils will be enabled to succeed in an atmosphere of high expectation, aspiring to educational excellence with a firm foundation of values.

This policy forms part of our Trust governance and ensures that we are held to the highest standards as we carry out our duties.

Statement of Intent

This is the Diocese of St Albans Multi-Academy Trust (DSAMAT) over-arching Behaviour policy and must be implemented and adhered to in each of the academies within the Diocese of St Albans Multi Academy Trust along with those working within the central team.

This policy will also be implemented and adhered to from the first day of any other school joining the Trust.

For the remainder of this document, the Diocese of St Albans Multi Academy Trust will be referred to as DSAMAT.

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1. Aims

This 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 and trust approach to maintaining high standards of behaviour that reflect the values of the school and trust
- 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

Our policy is based on our Christian Values and the belief that:

- All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.
- This policy sets out the expectations of behaviour at Totternhoe Academy. The staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should negative behaviour arise
- Promoting “Positive Behaviour” provides the springboard for children to maximise their learning potential and to find purpose and enjoyment at school, by creating a community where we love and care for each other before ourselves, expressing in our relationships the Christian command to ‘Grow together in knowledge, love and faith’

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 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Procedure
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Procedure
- Physical Intervention Procedure
- Child Protection and Safeguarding Policy

Anti-bullying Policy

This policy complies with our funding agreement and articles of association

3. Definitions

Misbehaviour that falls below the expected standard is defined as:

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- | |
|--|
| <ul style="list-style-type: none">• Lateness• Low-level disruption and talking in class• Failure to complete classwork |
|--|

- Rudeness/poor attitude
- Lack of correct equipment/ uniform/ PE Kit
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport/ in public
- Use of mobile phones without permission
- Graffiti

Serious Misbehaviour that follows below the expected standard

For the purposes of this policy, the school will define “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 will include, but is not limited to, the following: is defined as:

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
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
<ul style="list-style-type: none"> • Possession of legal or illegal drugs, alcohol or tobacco • Possession of banned items • Truancy and running away from school • Refusing to comply with disciplinary sanctions • Theft • Verbal abuse, including swearing, racist remarks and threatening language - child on child abuse • Fighting and aggression • Persistent disobedience or disruptive behaviour • Extreme behaviour, such as violence and serious vandalism • Any behaviour that threatens safety or presents a serious danger <ul style="list-style-type: none"> • Any behaviour that seriously inhibits the learning of pupils • Any behaviour that requires the immediate attention of a staff member <p>“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.</p>	

4. Roles and Responsibilities

At Totternhoe CE Academy, all staff are responsible for implementing the Behaviour Curriculum through a Therapeutic Thinking Approach. Any serious behaviour incidences are managed by our SLT. Our SLT behaviour team consist of the Headteacher, Deputy Head Teacher and the Inclusion Lead/ SENDco.

4.1 The Board of Trustees

The board is responsible for monitoring the effectiveness of this behaviour policy and, through the CEO, holding each headteacher to account for its implementation.

4.2 The Headteacher

The headteacher responsible for:

- Reviewing and approving the localised content of this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Overseeing and monitoring how staff implement this policy, including to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) 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 sanctions and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

4.3 Staff

Adults in our school have an important responsibility to model high standards of behaviours and build relationships.

Staff are responsible for:

- Ensuring all children in their care fully understand the school values and
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and fairly
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Coordinator and outside agencies as appropriate.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

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

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently. The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

4.4 Parents and Carers

Parents and carers are expected to:

- 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 that falls below the expected standard (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

4.5 Pupils

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

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

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

Pupils will be supported to develop an understanding of school's behaviour policy 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.

5. School Behaviour Curriculum

Our 3 School rules:

- 1. Be eager**
- 2. Be respectful**

3. Be safe

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly on the playground, in register order, on the playground.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour that falls below the expected standard.

6. Managing and Responding to Behaviour

Instances of detrimental behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider how to prevent such behaviour from recurring afterwards. It is also the duty of class teachers put support in place for any child where support may be required and where we follow the mentality of being 'proactive' and not reactive to provide every child with the same opportunities of following the school's behavioural culture.

6.1 Classroom management

It is recognised that each class at Totternhoe is unique and that each teacher is an individual with their own teaching style. Together, each teacher and class are expected to devise their own set of classroom rules that ensures the most effective and smooth operation of the class.

Staff will

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the agreed school behaviour curriculum or rules; Be eager, be respectful, be safe
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Concluding the day positively and starting the next day afresh
- Follow the policy when dealing with low-level disruption
- Using positive reinforcement

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 for 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 will have 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 will also have 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.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

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, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

6.2 Praise and rewards

The school will recognise 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 goes 'above and beyond' and deserves 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.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents, stickers
- Certificates, prize ceremonies and special assemblies/tea parties
- Positions of responsibility, e.g. Ambassadors, Junior Road Safety Officers
- Trips and activities for a whole-class or year group

6.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise, house points, stickers
- Communicating praise to parents
- Certificates, prize ceremonies, celebration assemblies
- Positions of responsibility, such as school ambassadors
- Whole class or year group activities

6.4 Responding to misbehaviour that falls below the standard

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 behaviour that falls below standards.

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

De-escalation techniques, including the use of pre-arranged scripts and phrases (see appendix), can be used to help prevent further behaviour issues arising.

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

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

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the behaviour that falls below standards recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- **Reminder** – Quietly remind the pupil of the school rules, make any reasonable adjustments possible to help the pupil regulate their behaviour choices.
- **Caution** – Quiet verbal caution to make the pupil aware
- **Last chance** – a final chance to engage plus 2 minutes repair session at the end of the lesson
- **Time out** – Pupil sent to refocus their decisions in another classroom with their work for a set amount of time (e.g. 5 – 10 minutes). A letter will be sent home with work that needs completing that night along with a conversation with parents at the end of the day to explain the letter.
- **Repair (Stop, Opt, Go)** – Time allocated on the same day where pupil and teacher examine the behaviour and the cause and most importantly what can be done to avoid it happening again. This stage is crucial in helping the child understand the mistake that had been made and form that respect and positive relationship with that member of staff.

These steps will be carried out by the member of staff who has noticed the incident in order to build a level of respect and form a positive relationship and recorded via CPOMS under **behaviour with the restorative conversation as an action.**

Restorative practice

Totternhoe uses Restorative Practice to promote outstanding conduct and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom and any form of humiliation or sarcasm is unacceptable. Alongside the scripted, restorative questions, it is important to discuss and reinforce the action of forgiving, so that children begin to understand that anyone can make mistakes and being able to forgive supports the development of strong relationships and friendship. Every effort will be made to maintain safety maintain safety and retain all children's access to education. Efforts will be made to establish the truth of a situation and issues addressed appropriately and promptly.

The school may also use 1 or more of the following sanctions in response to unacceptable behaviour:

- Reflection at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers

See Appendix – Action overview

Personal circumstances of the pupil will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Where a pupil's behaviour falls below standards is causing significant disruption or is deemed dangerous by a staff member, the following procedures will be followed:

- The pupil is sent to the SLT Office immediately, with a support member of staff, in the headteacher's absence, the most senior member of staff.
- In the case that the pupil will not leave, a red triangle is to be sent down to the office to alert a member of the Senior Leadership team.
- A member of the SLT investigates the incident and decides whether it constitutes unacceptable behaviour.
- If senior leaders deem the incident to be unacceptable behaviour, they will record the incident on the pupil's behaviour contract or start one if they do not already have one in place. The behaviour will be recorded on CPOMS.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – a member of SLT will determine the period the pupil will be removed from the classroom, as well as any reflection time.
- A member of the SLT team will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion procedure, and will determine the length of the suspension.
- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage 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 pupil is identified as having SEND in the area of Social, Emotional and Mental Health (SEMH) SEND support will be put in place in line with the SEND Code of Practice and the school's SEND Policy.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, a pastoral support plan (PSP) will be created to outline the necessary provisions in place.
- Where the behaviour is seen to be a risk to others, a behaviour risk assessment will be created by the Inclusion lead and class teacher.
- A behaviour contract will be set up and signed by the child and then shared with parents.
- Use of therapeutic analysis tools used to support with effective steps moving forward and identification of triggers.
- Possible use of a part time timetable if required to promote successful behaviours.
- A report card with a clear target set up alongside a pastoral support plan will be issued and shared with parents on a weekly basis.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion procedure, alongside alternative options such as a managed move or off-site direction. For discipline to be lawful, the school will ensure that:
- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights. The school will ensure that all discipline is reasonable in all circumstances,

and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Reflective learning.

Following an incident deemed more severe (decided by behaviour lead and SLT) a period of reflective learning may be observed to learn from choices and decisions made and begin to understand why they are deemed as negative or not appropriate decisions.

Within this period children will be given the opportunity to:

- Think and create tools to support them to make a different decision the next time
- Consider the impact they have had on themselves
- Consider the impact they have had on other people involved whether that be peers or members of staff
- Consider the impact they have had on their own rights and also others rights as a child.

Therapeutic intervention

Use of therapeutic intervention may be used with an individual who requires assistance and support with reaching behaviour needs. This can be taken within the form of therapeutic assessment and identifying our detrimental behaviours and the roots behind them and looking towards what desired behaviours we would like to see and again how we are going to achieve these. The use of anxiety analysis may be used to identify triggers across our school day and life with the use of a assess, plan, do, review cycle used to identify successful steps to support with this.

Removal of playtimes

The school will make it clear to parents and pupils that they are able to remove playtimes as a sanction to deter future unwanted behaviour. This sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used. All teachers at the school will be permitted to reduce playtime, unless the head teacher decides to withdraw this power from any teacher. Parental consent will not be required for the loss of playtime and, therefore, the school will issue this as a sanction without first notifying the parents of the pupil. When removing playtime, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the loss of playtime is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

Initial interventions

- Pastoral support plan (PSPs) will be set up with the senior leaders' team and class teachers for identified children that need support for being successful in following the school's positive behaviour culture. This will provide clear targets to be displayed and worked towards each week for each child.
- Use of Therapeutic strategies such as anxiety analysis tools and assess, plan, do review cycles used to identify triggers and highlight support provided within the school day.

Following repeated incidents of unacceptable behaviour or in the case of a serious isolated incident, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion procedure, and will determine the length of the suspension.
- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage 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 SEND in the area of Social, Emotional and Mental Health (SEMH), SEND support will be put in place in line with the SEND Code of Practice and the school's SEND policy.

- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, a PSP will be created to outline the necessary provisions in place. Following further incidents of unacceptable behaviour or a serious isolated incident, the following sanctions are implemented:
- The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and staff are aware of any pupil that is:

- Persistently exhibiting behaviours that fall below the standard
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address behaviour that falls below standards will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Pastoral support plans
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term PSPs
- Pupil support units
- Engagement with local partners and agencies
- Behaviour contract
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan
- Use of therapeutic strategies
- Reflective learning

A multi-agency assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combating unacceptable behaviour. The school focuses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. This in time forms a strong level of respect.

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”.

6.5 Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil’s SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, do and review the impact of support being provided. The school will aim to anticipate likely triggers of challenging behaviour and put in place support to prevent these, considering 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 for a pupil whose SEND means they find it difficult to sit still for long
- 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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school’s special educational needs co-ordinator (SENCO) 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/carers to create the plan and review it on a regular basis.

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority and the pupil’s parents/carers as soon as possible to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

7.0 Physical Intervention

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 in a bound, page numbered book and reported to parents/carers

When considering physical intervention staff should be appropriately trained in the use of positive handling of pupils. Staff should also consider the risks and carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Physical intervention will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical intervention may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent. Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension, in line with the Suspension and Exclusion Policy. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff This is usually another classroom or the SLT office the school will only remove pupils from the classroom where absolutely necessary and for the following reasons:
- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day.

The school will ensure that the pupil is not removed from the classroom any longer than necessary. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

7.1 Searching and confiscation

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

Confiscation

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency
- When an authorised member of staff conducts a search without a witness, they should immediately report this to a senior member of staff, and make sure a written record of the search is kept.

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

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

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

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

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

Prohibited items

- Knives and weapons.
- Alcohol.
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances

- Energy drinks
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

7.2 Off-site behaviour that falls below standards

Sanctions may be applied where a pupil has misbehaved that falls below the standard off-site when representing the school. This means 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 a DSAMAT school

Sanctions may also be applied where a pupil has misbehaved that falls below the standard off-site, at any time, whether or not the conditions above apply, if the behaviour that falls below standards:

- 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).

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy. The school will impose the same sanctions for bullying incidents and non-criminal behaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy

7.3 Online misbehaviour that falls below standards

The school can issue behaviour sanctions to pupils for online misbehaviour that falls below standards 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.

7.4 Suspected criminal behaviour

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

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

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

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

7.5 Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils 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 the school child protection and safeguarding policy for more information.

7.6 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 needs 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 the school child protection and safeguarding policy our trust Allegations Against Staff policy for more information on responding to allegations of abuse against staff or other pupils.

7.7 Safeguarding

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

We will consider whether a pupil's misbehaviour that falls below the expected standards 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 the school's child protection and safeguarding policy for more information.

8. Serious sanctions

Suspension and permanent exclusion

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

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

Please refer to our trust exclusions policy for more information.

9. Pupil transition

9.1 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.

9.2 Preparing outgoing pupils for transition

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

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

10. Monitoring arrangements

10.1 Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be analysed every term by the Head Teacher and members of the SLT

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

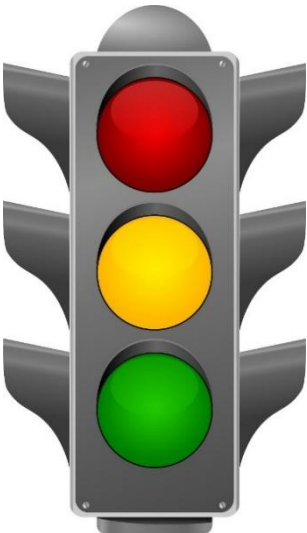
Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice. 13.2 Monitoring this policy

This policy will be reviewed by the headteacher and senior leaders on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request. The next scheduled review date for this policy is Spring 2027



Totternhoe CE Academy

'Growing together in knowledge, love and faith'

Stop, Opt and Go – Reflection sheet					
Name		Date		Year Group	
Incident					
	Stop!				
	What were all your options and how would they work out (Consider each option. – RED marker and cross off each option that would cause you to go into red zones. Take a green marker and circle the best option(s) to go with.				
	Green – Which was your best option? My best is				
How are you feeling? Is there anything that needs to happen following this?					
			Signed _____ -		

Totternhoe CE Academy
‘Growing together in knowledge, love and faith’

	What might this look like	Actions could include
Valued Behaviour	Green behaviour might include: <ul style="list-style-type: none"> ✓ Active listening ✓ Following instructions ✓ Polite and kind to others ✓ Responsible ✓ Positive learning environment ✓ Lining up sensibly ✓ Moving around the school calmly and quietly 	<ul style="list-style-type: none"> ✓ House points ✓ Positive Praise ✓ Positive messages to parents ✓ Class Rewards ✓ Wow letter ✓ Stickers ✓ Acknowledged valued behaviour from staff ✓ Award Certificate/Values certificate
Undesirable Behaviour	Behaviour might include: <ul style="list-style-type: none"> • Calling out • Off task behaviours • Disturbance and disruption to others • Moving around the classroom without consent • Rudeness 	<ul style="list-style-type: none"> • Reminder of positive and expected behaviour • Model expected behaviour • Notice valued behaviour • Change seating arrangement • Time out from an activity or group in class • Educational consequence (Reflection sheet or Stop opt go sheet) • Restorative conversation with class teacher
Difficult Behaviour	Behaviour might include: <ul style="list-style-type: none"> • Persistence of undesirable behaviour despite attempted interventions • Being unkind to others • Disruptive to others in class or playground • Taking things that don't belong to them • Refusal to follow staff instructions 	<ul style="list-style-type: none"> • Loss of break/free time • Educational consequence (Reflection sheet or Stop opt go sheet) • Restorative conversation with class teacher • CPOMS to be recorded • Behaviour contract • Change of Face • Contact with parents
Detrimental Behaviour	Behaviour might include: <ul style="list-style-type: none"> • Persistence of difficult behaviour despite attempted interventions • Hurting others • Significant disruption to others • Swearing or inappropriate language to others • Throwing equipment or furniture • Violence or aggression towards children or adults • Leaving the classroom without permission 	<ul style="list-style-type: none"> • Change of Face • Loss of breaktime or lunchtime • Time out of class • Contact with parents • CPOMS to be recorded • SLT involvement Suspension/exclusion (internally or externally) • Targeted support (Reduced timetable, PSP, externally support) • Suspension or Exclusion



Positive language

At Totternhoe Academy, we consider the relationships between staff and children paramount and use positive language when addressing behaviour to minimise escalation, ensure there is a shared language across the school and to engage children with desired outcomes. The positive language script below is based on the principles of collaboration, support and reflection. The names are used as examples.

Behaviour	Desired Outcome	Language Script and Strategies
Running in class/around the school	To walk sensibly	Show me good walking (collaborative) Let's try walking sensibly together (supportive) Show me the good walking you did yesterday (reflective)
Not listening in class	To pay attention	All eyes on me please (collaborative) I can see Joe and Lucy are looking this way, good job (showcase) Grace, please look at me so that you do not miss out on the learning (directional) Please put your pen on the table (instructional) Hands in your lap ready for the learning (instructional)
Not sitting correctly	To sit nicely on the carpet/on a chair	Show me good sitting (collaborative) I can see Joe and Lucy are sitting beautifully can Grace do the same (showcase) Grace show me the good sitting you did yesterday (reflective) Come and sit next to me please (directional)
Refusal	To complete given task	Let me help you get started (supportive) Are you finding this tricky? (supportive) Let's do this together (supportive) <u>Limit Choices</u> You either show me.....or you will practice.... during break time... your choice ...what do you choose.... good job (opportunity/ownership) <u>Consequence</u> You either show me.... or you will practice.... during break time... your choice ...what do you choose.... you are choosing to practice during break okay that is your choice (opportunity/ownership)



<p>Disempowering behaviour</p>		<p><u>Restoration</u></p> <p>Is everything okay today? (questioning/ opportunity for emotional response)</p> <p>You have chosen not to follow the school rules today byas a result you have missed your free time. (broken rule)</p> <p>Next time I want to see (desired outcome)</p>
<p>De-escalation</p>		<p>Grace I can see something has happened. I am here to help. Talk and I will listen. (supportive/emotional response)</p> <p><u>Regulation</u></p> <p>Come with me and we can have a little chat (supportive move)</p> <p>Let's take a walk to the library (supportive move)</p> <p>Come help me to do a job (shared responsibility)</p>
<p>Physical Violence/anger</p> <ul style="list-style-type: none"> • Follow Behaviour ladder for sanction • CPOMS • Parents contacted 	<p>Kind hands</p>	<p>We use kind hands at Totternhoe (shared values)</p> <p>Remember. To treat each other with respect (shared values)</p> <p>You must have been feeling very angry to do ...let me help you with managing your feelings (empathetic)</p> <p>That was not a kind thing to do and you are a kind boy/girl. (ownership)</p> <p>You have chosen not to follow the school rules today byas a result you have missed your free time. (broken rule)</p> <p>Next time I want to see (desired outcome)</p>



<p>Crisis Point</p> <ul style="list-style-type: none">• Change of face• Follow Behaviour ladder for sanction• SLT alerted to support• CPOMS• Parents contacted	<p>Self-regulation</p>	<p><u>Assess situation</u></p> <ul style="list-style-type: none">• Provide a safe distance between child and staff member• Remove children from area/room if necessary• Ensure one adult is communicating whilst another adult supports from a far• Try misdirection/distraction tactics to focus child's anger onto something else <p><u>Distraction</u></p> <p>Come and look at this awesome dinosaur</p> <p>Draw me that wonderful cat you drew in art class</p> <p><u>Addressing behaviour</u></p> <p>Only once the child is calm and has self-regulated do you address the behaviour</p> <p>You must have been feeling very angry to do ... (empathetic)</p> <p>That was not a kind/sensible thing to do and you are a kind/sensible boy/girl.</p> <p>You have chosen not to follow the school rules today byas a result you have missed your free time. (broken rule)</p> <p>Next time I want to see (desired outcome)</p> <p>Only if child is a danger to him/herself should any physical handling be used. (guided)</p>
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Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____





When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on this date:

Pupil signature: _____

Teacher signature: _____



Behaviour incident on CPOMS

Always include:

Before the incident: what led to the behaviour?
During the incident: what did the pupil do?
After the incident: what were the consequences of this behaviour?
Additional comments



Behaviour management observations review
form

Name of pupil		Year group	
Name of observer		Date	
Do there appear to be any patterns triggering the pupil's behaviour?			
Are our existing management systems effective?			
What achievable targets could we implement for the pupil to work towards?			
What are the pupil's strengths?			
What strategies could we implement to help the pupil achieve their targets?			
Additional comments			



First behaviour letter

Date:

Dear Parent,

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

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

I would like the attached work to be completed by to help support the learning they missed whilst they were..... (not paying attention/ distracting others/ other)

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: _____

Date: _____

Behaviour letter – return slip

Please return this slip with the completed work to the class teacher to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____



Second behaviour letter

Date:

Dear parent,

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

I would like the attached work to be completed by to help support the learning they missed whilst they were..... (not paying attention/ distracting others/ other)

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. Please call the office to arrange a mutually convenient time. Yours sincerely,

Class teacher name: _____ Date:

Please return this slip with the completed work to school to confirm you have received this letter and organise an afterschool meeting. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____



Third behaviour letter

Date

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to not follow the school rules.

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

I would be grateful if you could attend a meeting with the headteacher, (special educational needs co-ordinator) wellbeing lead 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: _____

Date: _____

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

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____