Behaviour Policy and Statement of Behaviour Principles
(A Relational Approach)

Draft Prepared	Mrs L Rogers September 2023
Date Ratified	September 2023
Signed by Executive Headteacher	Ms D Hines
Signed by Chair of Governors	Mrs Chris Graves
Date Policy to be Reviewed	July 2024

Be Ready, Be Respectful, Be Responsible

Contents

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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 approach to maintaining high standards of behaviour that reflect the values of the school

> Outline the expectations and consequences of behaviour

> Provide a consistent and fair approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

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 2022

> Searching, screening and confiscation: advice for schools 2022

> The Equality Act 2010

> Keeping Children Safe in Education

> Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

> [Use of reasonable force in schools](#)

> [Supporting pupils with medical conditions at school](#)

> [Special Educational Needs and Disability (SEND) Code of Practice](#)

In addition, this policy is based on:

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

In addition, this policy is based on:

> [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

> Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

> Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

3. Definitions

See grid beginning on page 9 for further examples.

Misbehaviour is defined as: not adhering to the three R's ethos

Serious misbehaviour is defined as:

> Any form of bullying

> Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

> Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

> Vandalism

> Theft

> Fighting

> Smoking

> Racist, sexist, homophobic or discriminatory behaviour

> Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

> Pornographic images

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

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

> Deliberately hurtful

> Repeated, often over a period of time

> Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

> Refer to JLPS Anti-Bullying Policy 2021 JLPS_Anti-Bullying_Policy_September_2021.pdf (joylane.kent.sch.uk)

5. Roles and responsibilities

5.1 The governing board

The JLPS Governing Body is responsible for:

> Reviewing and approving the written statement of behaviour principles (appendix 1)

> Reviewing this behaviour policy in conjunction with the headteacher

> Monitoring the policy's effectiveness

> Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

> Reviewing this policy in conjunction with the JLPS Governing body.

> Giving due consideration to the school's statement of behaviour principles (appendix 1)

> Approving this policy

> Ensuring that the school environment encourages positive behaviour

> Ensuring that staff deal effectively with poor behaviour

> Monitoring that the policy is implemented by staff consistently with all groups of pupils

> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

> Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

> Ensuring that 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)

5.3 Teachers and staff

Staff are responsible for:

> Creating a calm and safe environment for pupils to learn

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Implementing the behaviour policy consistently

> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Considering their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

> Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

> Get to know the school's behaviour policy and reinforce it at home where appropriate

> Support their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

> Raise any concerns about the management of behaviour with the school directly, whilst 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.

5.5 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 standard, and the consequences they will face if they don't meet the standard

> The pastoral support that is available to them to help them meet the behavioural 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 the 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.

6. School behaviour curriculum

Pupils are expected to:

> Behave in an orderly and self-controlled way

> Show respect to members of staff and each other

> In class, make it possible for all pupils to learn

> Move quietly around the school

> Treat the school buildings and school property with respect

> Wear the correct uniform at all times

> Accept sanctions when given

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

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

6.1 Mobile phones

> Please refer to our Mobile Technology and Social Media Policy 2020

JLPS_Mobile_Technology_and_Social_Media_Policy_September_2020.pdf (joylane.kent.sch.uk)
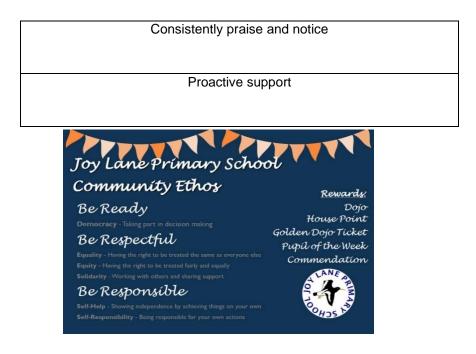
7. Responding to behaviour

7.1 Classroom management

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

They will:

> Create and maintain a stimulating environment that encourages pupils to be engaged

> Display the behaviour curriculum or their own classroom rules

> Develop a positive relationship with pupils, which may include:

- o Greeting pupils in the morning/at the start of lessons
- o Establishing clear routines
- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the day positively and starting the next day afresh
- o Having a plan for dealing with low-level disruption
- o Using positive reinforcement

Our Non-Negotiables
Calm, safe and supportive routines
Daily polite meet and greet
Safe and sensible lining up
Walking to move around the school
Consistent language of expectations
Teach and model expectations
Practice and repeat

Consistently praise and notice
Proactive support

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

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

Please refer to our child protection and safeguarding policy for more information : Child_Protection_and_Safeguarding_Policy_September_2021.pdf (joylane.kent.sch.uk)

7.3 Responding to good behaviour

- Expectations of behaviour are made clear to the children through the school's ethos and values (see Appendix C). Staff to use the language of the three 'Rs' at every opportunity.
- We teach through PSHE, assemblies and circle time are used to promote positive, kind and respectful behaviour.
- Educate children to feel proud of their good behaviour.
- Children are encouraged to take responsibility for their own actions and behaviour by reflecting on their actions using our 'Let's Reflect' sheet (Appendix H).
- Positive behaviours are praised (see Achievements and Rewards section below).
- Teachers must have a clear understanding of the needs of all pupils, including those with SEND, those of high ability, those with English as an additional language and those with disabilities, and be able use and evaluate distinctive teaching approaches to engage and support them.
- Positive behaviour is consistently modelled and praised through whole-school incentives; however, where a child may struggle with managing their own behaviour, they will be supported by the Wellbeing team. Strategies to support a child in managing behaviours will be put in place and may include accessing Sanctuary play and Synergy, taking part in workshops or participating in social skills groups. The impact of these interventions will be monitored. Teachers must go through a referral process in order for children to access these facilities.

- If a child, despite being supported through the Wellbeing team, still struggles to follow the behaviour policy due to social or emotional difficulties, then a Pastoral Support Plan will be created in liaison with parents/carers. This plan will be reviewed on a regular basis by the Inclusion Manager, child and parents/carers.
- Older children model positive play as Play Leaders across the school.

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:

(See Appendix C for Ethos poster, which includes achievements and rewards)

- Dojos
  ◦ 10 Dojos = One House point token
  ◦ Multiples of 25 Dojos = Golden Dojo Tickets
  ◦ 100 Dojos = Personal certificate
  ◦ 150 Dojos = Personal certificate and JLPS pen
  ◦ 200 Dojos = Personal certificate and a reward voucher

- Pupil of the Week
- Commendations
- Stickers
- Kindness hearts (KS1 and EY)
- Top Table at lunchtime (KS1 and EY)
- Highlighted achievement in assembly

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

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

Sanctions should be fair and consistent and should follow the school's behaviour systems during class time and playtimes. (See Appendix D for Consequences poster.) Below is a guide, and professional judgement should underpin every decision made about individual incidents. For practice in Nursery, see Appendix A. For practice in Oysters SRP, see Appendix B.

Classroom Consequences		
Action	**Behaviours**	**Consequence**
1 Remind (Referring to the three Rs and with use of visuals: adult will remind the child do the right thing)	Low-level disruption of others' learning Calling out or making noises Walking around the classroom during input/task Not being on task Squabbling during group activities Running down the corridor	Circle number privately on the behaviour chart. Follow up immediately with a non-punitive consequence/action. For example: send the child back to re walk sensibly; move a child to work in a different space; take away whatever the child is fiddling with, etc.
2 Reflect (Adult to support the child to self/co-regulate and reflect on behaviour. Supporting resources to be provided.)	Repetition of behaviours in section 1 **or straight to number 2 for the following behaviours:** Minor defacing school property Lack of respect Refusal to comply Mildly inappropriate language Answering back	Circle number privately on the behaviour chart for records to monitor. Child **moves** (Zen Zone) to access resources to support with **self/co-regulation** and reflection: *Active listening resources, emotions cards, rule card prompts, emotions poster, breathing poster, visual prompts, etc.* Child to complete KS1/KS2 Reflection sheet (Appendix H) and hand to teacher when ready to return to classroom.
3 Repair	Showing continuous behaviour as before.	Circle number privately on the behaviour chart. Supported by Key Stage Manager or another member of staff in order to have a **restorative conversation** about behaviour. Parent/Carer informed.

4 Seen by member of SLT	A serious incident has occurred, such as: Inappropriate language towards another person Minor fighting/Physical violence Deliberate vandalism Biting Minor premeditated violence Stealing Minor bullying/cyber-bullying	MyConcern. Child put on behaviour report (if appropriate). Racist comments must be recorded on a 'Racial Incident' form, as well as My Concern. This is then shared with the local authority and DfE. Parent/Carer informed.
5 Executive Head teacher	Racism, Fighting/Physical violence Bullying/Cyber-bullying (malicious communications) Premeditated violence	MyConcern. Child put on behaviour report (if appropriate). Racist comments must be recorded on a 'Racial Incident' form, as well as My Concern. This is then shared with the local authority and DfE. Parent/Carer informed. Agreed outcome and next steps.

Playtime Consequences		
Action	**Behaviours**	**Consequence**
Thinking Time – **Time in** (agree a place on the playground for this)	Rough play/play fighting Mild unkindness Minor defacing school property Minor lack of respect towards people or objects Refusal to comply	The B (Break) / L (Lunch) is circled on the Class Behaviour Monitoring Sheet CT made aware Parent informed at class teacher's discretion
Sent to Key Stage Manager or SLT	Inappropriate language towards another person Minor fighting Premeditated lack of respect towards people or objects Premediated unkindness	CT made aware Parent informed Agreed outcome and next steps Log on MyConcern
Executive Headteacher	Racism / Prejudice Premeditated physical violence Bullying Vandalism	CT made aware Parent informed Agreed outcome and next steps Log on MyConcern Racist comments must be recorded on a 'Racial Incident' form, as well as My Concern. This is then shared with the local authority and DfE.

Dinner Supervision

The same expectations for behaviour exist during lunchtime as they do in classrooms and on the playground. Adults on duty in the hall, supported by SLT, will monitor behaviour to ensure that children are demonstrating the school ethos (the three Rs).

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.

Recording Behaviour Incidents

We record behaviour incidents in the following ways:

Class Behaviour Monitoring Sheet (Appendix E)

Children's behaviour in class is logged on the Class Behaviour Monitoring Sheet using a numbered system from 1-5. See 'Classroom Consequences' table for how to follow this system.

Personal Behaviour Report (Appendix G)

A child could be placed on a Behaviour Report for any of the following reasons:

◦ A serious incident

◦ Bullying

◦ Continuous disruption (in class or on the playground)

The teacher can choose to put the child on report in order to improve the areas of behaviour causing concern or this may be decided by a member of SLT after a serious incident. Parents must be contacted if their child is to be put on behaviour report.

MyConcern

Report all incidents and parent contact on My Concern. Reflection sheets to be uploaded to MyConcern.

Reflection Sheets

Following a restorative approach to resolving conflict, the reflection sheets allow children to reflect on their actions and acknowledge their impact, taking steps to put it right. These are uploaded to MyConcern.

Pastoral Support Plan (Appendix J)

A PSP should be written following any recurring serious incidents or any school exclusions. This is devised in partnership with parents/carers.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

> Causing disorder

> Hurting themselves or others

> Damaging property

> Committing an offence

Incidents of reasonable force must:

> Always be used as a last resort

> Be applied using the minimum amount of force and for the minimum amount of time possible

> Be used in a way that maintains the safety and dignity of all concerned

> Never be used as a form of punishment

> Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in section 3) 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, 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.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

> 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; **and**

> In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

> It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of 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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

> Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

> Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

> Desks/trays

> Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

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

> If they believe that a search has revealed a safeguarding risk

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

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 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 Head teacher 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.

7.10 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:

   o   Manage the incident internally

   o   Refer to early help

   o   Refer to children's social care

   o   Report to the police

Please refer to our child protection and safeguarding policy for more information :
Child_Protection_and_Safeguarding_Policy_September_2021.pdf (joylane.kent.sch.uk)

7.11 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 our child protection and safeguarding policy:
Child_Protection_and_Safeguarding_Policy_September_2021.pdf (joylane.kent.sch.uk)

8. Serious sanctions

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school 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 exclusions policy for more information

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

> Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

> Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

> Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

> Training for staff in understanding conditions such as autism

> Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

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

> Whether the pupil was unable to act differently at the time as a result of their SEND?

> Whether the pupil is likely to behave aggressively due to their particular SEND?

> All pupils need to feel like they belong in school.

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9.5 Nurture UK

Our relational approach is mostly based on and guided by the Six Principles of Nurture. For example, our National Nurturing Schools Programme is based on the **Six Principles of Nurture**

10. Supporting pupils following a sanction

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

> Reintegration meeting
> Daily contact with lead adult
> A personal behaviour plan
> Restorative conversations
> Reflective sheets (see appendix H)

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

> The proper use of restraint

> The needs of the pupils at the school

> How SEND and mental health needs impact behaviour

> Trauma informed

> Restorative conversations

> Graduated method of support

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

> Behavioural incidents, including removal from the classroom

> Attendance, permanent exclusion and suspension

> Use of pupil support units, off-site directions and managed moves

> Incidents of searching, screening and confiscation

> Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by 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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Each Friday, a member of the Inclusion team/SLT collects the class behaviour monitoring sheets.

A report is produced (Appendix F) showing the children who raise a serious concern or display low-level concerns for several weeks.

SLT discuss behaviour as a standing agenda item in weekly meetings.

The weekly report is then sent to SLT and Phase Leaders who will action as appropriate.

SLT / Phase Leaders to annotate weekly report with actions taken and date.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the chair of Governors.

14. Links with other policies

This behaviour policy is linked to the following policies

> Exclusions policy

> Child protection and safeguarding policy

> Physical restraint policy

> Mobile phone policy

> Anti-bullying policy

> Attendance Policy

Appendix A – Nursery Behaviour Policy

Nursery

As children of this very young age have problems understanding the consequences of their actions, diversion is an appropriate technique. If diversion does not work, promptly remove the child from the problem (unless danger is present and then we remove the child immediately). Although a child may be too young to understand the consequences of their actions, it does not mean that UNDER ANY CIRCUMSTANCES they should they be allowed to continue the hurtful or destructive behaviour.

Age 3/4 +

Once the child is old enough to understand the consequences of their behaviour, teach them to think about how their actions and how their behaviour will affect others and the things around them. To do this, the teacher tells the child that a certain behaviour is not appropriate with a reason, e.g. 'because it will hurt others. Of course, this is only in non-dangerous situations; if a child is in immediate danger, the behaviour needs to be stopped immediately. EYFS follow the same whole-school numbered system; however, this is not marked on the class behaviour sheet.
(See 'Classroom Consequences' table.)

Appendix B – Oysters SRP Behaviour Policy <u>Oysters SRP</u>
<u>Behaviour Policy</u>

All children accessing mainstream learning are expected to follow the same behaviour expectations as their peers through the implementation of the whole school policy across the school.

We believe there should be a strong emphasis on giving praise and positive feedback for both, work achieved and good behaviour, whether in Oysters or integrating into the mainstream. This fits into our whole-school policy of positive reinforcement, giving attention and encouragement to all pupils for good choices, achievements, and co-operative working in order to motivate them to strive to be their best selves.

'Be Ready, Be Respectful, Be Responsible'

We will…

- use, implement and embed positive strategies to promote expected behaviours wherever possible. Staff will personalise approaches according to individual needs to help celebrate the successes of all our children when working towards these expectations.
- coach children through social difficulties and help them develop their social problem-solving skills. This may be through providing structure within unstructured times, modelling turn-taking and conversation and using 'reflection' to help individuals understand the concept of cause and effect.
- recognise that our children require additional help and support in recognising, reading and understanding the range of feelings they experience. Emotional Literacy will be embedded into the school day, providing regular opportunities to reflect on a range of emotions. Children will be taught to recognise these feelings through considering how their 'body feels' during key events/situations. They will be encouraged, through the use of the 5-point scale, to talk about their feelings and begin to identify strategies in helping self-regulation.
- Through reflection, support children in understanding that all actions have a consequence.

- ensure all our children feel safe in their environment, be it in Oysters or the mainstream setting. This will be supported through the strong relationships built between the children and their key adults, who are carefully matched.
- work with parents/carers when behaviour becomes problematic to identify the cause and aim to find a solution together. Where this does not work, we will seek further advice from professionals within their fields for guidance and support.
- be pro-active in supporting children's behaviour through the implementation of personalised strategies such as using visual timetables, the 5-point scale, specific praise, visual resources, rewards, sensory breaks and Active Listening.
- be consistent in the approach taken to address undesired behaviours, be this through the whole school policy or, where appropriate, individual behaviour plans. If appropriate, reprimands need to be as private as possible. At times, it may be necessary to discuss an issue with pupils in front of others, but staff should show sensitivity and allow pupils the respect, space and opportunity to change behaviour without losing face.
- ensure, as much as possible, children be given time to address any issues on the same day as the incident occurred.
- follow the whole school policy as guidance on managing inappropriate behaviours whilst considering their individual needs.

Positive Handling

Joy Lane Primary School follows the LEA and national guidelines on positive handling and uses the PROACT- SCIP (**P**ositive **R**ange of **O**ptions to **A**void **C**risis (Situations) using **T**herapy techniques- **S**trategies for **C**risis **I**ntervention and **P**revention) UK Approach, a recognised intervention strategy which promotes de-escalation, diversion and diffusion to prevent violence and reduce the risk of injury. All staff are given training and refresher courses at regular intervals.

All parents, carers and pupils are informed of our policy at initial consultation. There are occasions when pupils are putting themselves or others at risk of harm and, as a last resort, physical intervention has to be employed for the safety of the child or others.

PROACT- SCIP involves the positive application of physical intervention to overcome moderate resistance, guiding and directing a person's free movement. The paramount purpose of this application should be to safeguard the person, other people, or to prevent significant damage to property. Each Positive Handling incident follows the principle of minimum force, least intrusive and least restrictive, for the shortest amount of time.

The overriding principle adopted by the school relating to positive handling is that the best interests of the child take precedence over every other consideration.

Protocols are in place in Positive Handling practice which reduce the length of time that physical interventions are applied, by offering choice at regular intervals. Often the introduction of a new, uninvolved person serves as a positive turning point, where the perceived or real focus of anger is removed.

Individual pupils who are more likely to be involved in physical interventions are identified and a Behaviour Management Support Plan is then developed.

Immediately following a significant event, parent/carers are informed by a senior member of staff and offered a meeting where the antecedent, behaviour and consequences are discussed.

A Serious Incident form is completed immediately following any episode where aggressive or violent behaviour has occurred, completed by the members of staff who were present during the incident. Each completed form is seen and signed off by the Oysters Phase Leader and then held centrally in the Inclusion Office, with a second copy placed in the child's file. It is analysed termly to identify key issues and to address what strategies can be amended or introduced to reduce these incidents.

Joy Lane Primary School Community Ethos

Be Ready

Democracy - Taking part in decision making

Be Respectful

Equality - Having the right to be treated the same as everyone else

Equity - Having the right to be treated fairly and equally

Solidarity - Working with others and sharing support

Be Responsible

Self-Help - Showing independence by achieving things on your own

Self-Responsibility - Being responsible for your own actions

Rewards:

Dojo
House Point
Golden Dojo Ticket
Pupil of the Week
Commendation

Joy Lane Primary School

Are you ready?
Are you being respectful?
Are you being responsible?

1. Remind

2. Reflect

3. Repair

4. Senior Leadership Team

5. Executive Head

SOOTHED, SAFE, SECURE

Appendix E - Class Behaviour Monitoring Sheet

Behaviour Sheet for week beginning: _____

Pupil Name	PP	Monday		Bre-	Lunch	Tuesday		Bre-	Lunch	Wednesday		Bre-	Lunch	Thursday		Bre-	Lunch	Friday		Bre-	Lunch
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
	Y	1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	
		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L		1 2 3 4 5	B	L	

Appendix F – Weekly Behaviour Summary Report

Numbers collected on class summary sheets each week:

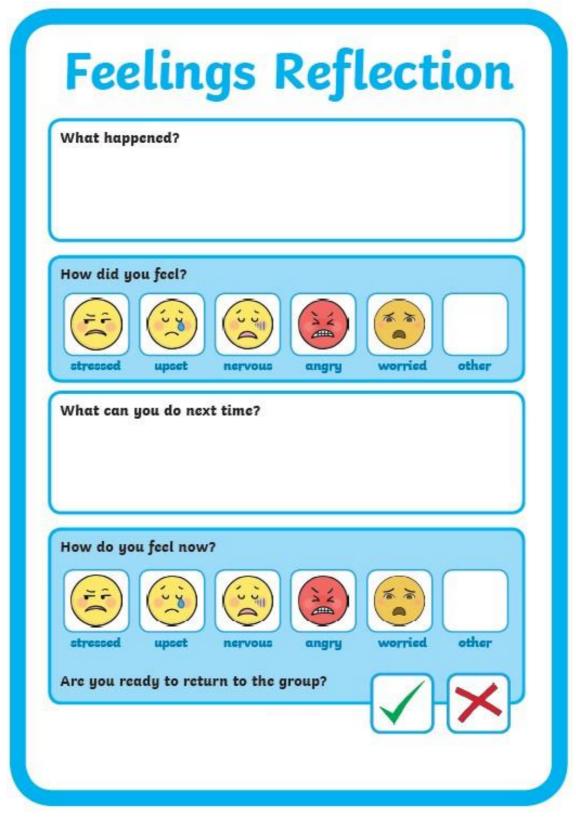| YEAR X	BEHAVIOUR SHEETS																																											
Pupil Premium																																													
SEN																																													
CLASS	Term X																																									CLASS		
Pupil	Week 1							Week 2							Week 3							Week 4							Week 5							Week 6									
	M	T	W	T	F	B	L	M	T	W	T	F	B	L	M	T	W	T	F	B	L	M	T	W	T	F	B	L	M	T	W	T	F	B	L	M	T	W	T	F	B	L		
																																												0
Pupil A																3																											Pupil A	
Pupil B		1							2																																	Pupil B	
Pupil C																1																											Pupil C	
Pupil D								1																																			Pupil D	
Pupil E		1						1					1		1																												Pupil E	

Children's names generated on to class sheets; Class Teachers to comment on actions taken regarding responses to behaviour:

	Term X
CLASS	Comment/Action Taken
0	
Pupil A	
Pupil B	
Pupil C	
Pupil D	
Pupil E	

Appendix G – Personal Behaviour Report

Name:	Class:	Week beginning:

Areas of behaviour causing concern:

Targets:

Day	Session 1	Break Time	Session 2	Session 3	Lunch	Session 4	Session 5	Assembly	Summary
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Appendix H – Let's Reflect sheet (KS1)

Feelings Reflection

What happened?

How did you feel?

| stressed | upset | nervous | angry | worried | other |

What can you do next time?

How do you feel now?

| stressed | upset | nervous | angry | worried | other |

Are you ready to return to the group? ✓ ✗

Appendix H – Let's Reflect sheet (KS2)

Let's Reflect

Use this reflection sheet to think about how you have behaved and how this affected you and others.

What did I do?

_____
_____
_____
_____

Why did I make this choice?

_____
_____
_____
_____

Who did my choices affect?

_____
_____
_____
_____

How did this make them feel?

_____
_____
_____
_____

By making this choice, I did **not** show:

☐ kindness   ☐ friendship
☐ honesty   ☐ responsibility
☐ respect   ☐ other:
☐ fairness

How did I feel when I acted this way? _____
_____
_____

How do I feel **now** about how I acted? _____
_____
_____
_____

Have I apologised to the people I hurt/upset? _____

_____

_____

Do I think this has helped? Why? _____

_____

_____

_____

What could I have done instead? _____

_____

_____

From now on, I will _____

_____

_____

_____

Please sign this reflection sheet below:

Pupil: _____

Teacher: _____

Head Teacher: _____

Appendix I – Exclusion

SUMMARY OF EXCLUSION PROCEDURES

Permanent Exclusions

When a pupil is permanently excluded the Head Teacher will:

- inform the pupil's parents immediately of the exclusion, the reasons for it and the parents right to make written and oral representations to the Governing Body and the LA;
- make arrangements on behalf of the Governing Body for an exclusion meeting to be held within 15 school days;
- contact the Exclusions officer to arrange a date when he/she can attend;
- send to the Exclusions officer a copy of the letter(s) sent to parents and a copy of completed form X1;
- continue to provide work for the pupil and to monitor progress.

If, at the exclusion meeting, the Governors decide to reinstate the pupil, it is for the school to notify the parents. If the Governors decide that the exclusion should stand, the LA will inform the parents explaining the Governors' decision and the LA's reasons either for directing the school to reinstate the pupil or for supporting the Governors' decision to exclude. The parents and the Governors both have the right to appeal. The pupil's name will remain on the school roll until the appeals procedure is completed, or until the time for appeal has expired without an appeal being lodged, or earlier if the parents give notice in writing that they accept the exclusion.

Fixed Term Exclusions

Fixed term exclusions are limited to a maximum of 45 days in a school year for any pupil. The Head Teacher has a duty to inform, without delay, the parents of the exclusion and the reason for it. Notification should be in writing following oral notification if this is appropriate. The Head must inform the parents that they may make representations about the exclusion to the Governing Body and/or the LA.

The Head Teacher must inform the LA of the exclusion by completing form X1. The Governing Body should also be made aware of all exclusions. If the parents give notice that they wish to make representations the Governing Body should arrange to meet them as soon as possible. Parents should have the opportunity to make written and oral representations and may be accompanied by someone of their choice to assist them at the meeting. Care should be taken to ensure that this meeting is not confused with the formal appeal following a permanent exclusion. The decision of the meeting and the reasons for it should be conveyed to the parents without hesitation.

It may not be possible to arrange a meeting before the end of the exclusion period but parents may, nevertheless, find it valuable. Following the meeting, a report card will be given (see appendix 7 as examples) to monitor the behaviour for the following week by SLT and praise where appropriate.

Internal Exclusions

An internal exclusion is the severest school-based sanction, without actually excluding the child. A standard letter is sent to the parents informing them of the decision to internally exclude, citing the reasons. The child should be delivered to the school office in the morning and collected from there at the end of the day. They will not be permitted to spend any time with their peers during that time, including the lunch period. A member of the SLT will monitor the child throughout the day during which they will be expected to complete work.

Appendix J – Pastoral Support Plan

Pastoral Support Plans are now completed online using Provision Map software. Any overview of headings can be found below.

Name:		DOB:	School:	
PSP co-ordinator:		Date of PSP:	Review dates:	End date:

Those involved in planning:	
What are the persistent inappropriate behaviours?	
Where is the behaviour occurring?	
Classroom	Dining Hall
Playground	Corridor
How frequently is the behaviour occurring?	
Where/when is the behaviour occurring less?	
Factors affecting behaviour: (learning, language, physical, outside school issues)	
Pupil profile Likes:	
Proactive school support	
Reactive school support - agreed responses to inappropriate behaviour	
Use records to analyse behaviour and support further planning (to use ABC chart).	
Parental commitment	

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Behaviour for learning at school

Dear Parents/Carers

During the weekly monitoring of our class behaviour records it has been noted that……………………………has appeared on the class behaviour sheet a number of times for low level disruption during learning time.

Your child will have been spoken to by the class teacher initially and the Year Group Leader, but we still have concerns about behaviour and disruption to the class and individual learning.

As the Key Stage Lead I have also had a conversation with your child about behaviour expectations at Joy Lane and discussed possible improvement strategies that will help with focus and concentration.

It is important that we work together and look at different strategies in order to try and improve…………………… behaviour therefore I would please ask that a mutually agreeable time is arranged to meet in order to discuss the way forward.

Yours sincerely

Key Stage Leader

Behaviour for learning at school

Dear Parents/Carers

During the weekly monitoring of our class behaviour records it has been brought to my attention that…………………. has appeared on the class behaviour sheet a number of times for low level or more serious disruption.

Your child will have been spoken to by the class teacher, Year Group Leader and myself but it would appear that there has been no improvement in behaviour and that this is now further affecting the learning that is going on in the classroom.

I am sure you would agree with me that this is unacceptable so I am therefore inviting you in to speak with Mrs Baker Family Liaison Officer (Behaviour) and myself in order to discuss the way forward.

I look forward to arranging a mutually agreeable time and date in order to meet with you.

Yours sincerely

Mark Ashley-Jones
Head of School

Research

Paul Dix

Tom Bennett

Maslow Hierarchy of need