



Montgomery Infant School and Nursery Policy Document

PUPIL RELATIONSHIPS AND BEHAVIOUR POLICY

This Montgomery Infant School policy and guidance was

First issued on:	
This issue was released on:	1 st September 2024
School staff were consulted on this document on:	29 th August 2024
This document was ratified by the Governing Body on:	6 th September 2024

Ratification

Chair of relevant committee:	Signed: Print Name: Date:
Chair of Governors:	Signed: Print Name: Date:

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including persistent unkindness or bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

This policy will be reviewed regularly, made available to all stakeholders and enforced consistently across the school.

3. Definitions

Misbehaviour (Level A) is defined as:

- Being somewhere I should not be (eg toilets, library)
- Jostling or pushing other pupils
- Not following school rules

- Disrespect towards staff and other pupils
- Wasting learning time and/or non-completion of classwork or homework
- Poor attitude and/or refusal to follow instructions

Serious misbehaviour (Level B & C) is defined as:

- Repeated breaches of the school rules
- Repeated disrespect or non-compliance
- Swearing or rude language
- Any form of bullying, including cyber bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:-
 - Sexual comments
 - Physical behaviour like interfering with clothes
- Vandalism or treating school property disrespectfully
- Theft
- Hurting others or fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons, including ammunition of any description
 - Stolen items
 - 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)

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

4. Bullying

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

Bullying is, therefore:

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

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, inappropriate comments or contact.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy, which is available on our website or from the school office, upon request.

We are proactive in educating the children at Montgomery Infant School and Nursery about the effects of bullying and have a continuous programme of anti-bullying education throughout the school year.

5. Roles and responsibilities

5.1 The governing board

The Montgomery Infant School and Nursery's Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both 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

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and regulating their own emotions
- Providing set routines, set limits and have clear boundaries
- Co-regulating with young people and helping them to develop self-regulation strategies for the future.
- Seeking to understand the communication behind the child's behaviour and working with Senior Leaders to avoid repeated breaches of the policy
- Communicating regularly with parents/carers about their child's needs
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS and submit to the Deputy Headteacher weekly.

The Headteacher, Deputy Headteacher and Assistant Headteacher will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Model polite and respectful behaviour to their children, especially whilst on the school site
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly and maintain an open dialogue with the school
- Engage with support offered by the school and other agencies to further support their child/young person's needs

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.

6. Pupils

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
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and consequences

At Montgomery Infant School and Nursery, we believe in a positive approach to behaviour. We believe in a fair balance of rewards and consequences, as listed on the next page.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Reward marks – Class Dojos
- Stickers
- Catch me charts (Nursery)
- Letters or phone calls home to parents
- Award of Monty achievers ribbon
- Special responsibilities/privileges

The school will use the following sanctions in response to unacceptable behaviour:

For Level A behaviour/ light amber:

- i) A verbal reprimand
- ii) A formal warning recorded on the class behaviour record sheet on the teachers' desk and potentially a move to a different seat/area in the classroom
- iii) If continued, pupil to miss some break or lunch time, during which work will be completed.

- iv) If there is no improvement once iii) has been reached, a time out to a nominated other teacher will be given; work will then be completed at break or lunchtime.
- v) This will be followed by Behaviour Letter One or phone call home to parents

For Level B/ amber- if the above are repeated or any other Level B behaviour is exhibited:

- vi) Referring the pupil to a senior member of staff for 30 minutes internal exclusion.
- vii) Behaviour letter Two and a meeting with parents/carers

For Level C/ red- for repeated Level B violations:

- viii) At least a half day internal exclusion with a senior leader
- ix) Possible fixed term suspension
- x) Behaviour letter Three and agreeing a behaviour contract, if appropriate.

For repeated violation of one or more of the school rules, a permanent exclusion may result.

- All incidents of inappropriate behaviour are recorded on CPOMS
- The Headteacher or deputy Headteacher thoroughly investigates all incidents when necessary.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip. This may impact on the decision to allow a pupil on future school trips, especially if their behaviour puts themselves or other pupils' safety at risk.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will manage the pupil in accordance with this policy.

Please refer to our Safeguarding and Child Protection policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display both the behaviour charts and their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement and praise

8.2 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

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.

8.3 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 pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching 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. 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.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

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:

- 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, authorised 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.

9. 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
- 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).

9.1 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.

9.2 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher will make the report.

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

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.3 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the

allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Our child protection and safeguarding policy and our dealing with allegations of abuse against staff policy provides more information on responding to allegations of abuse against staff or other pupils.

10. Serious sanctions

10.1 Detention

Pupils can be issued with detentions during break or lunchtimes during term time.

10.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of the Senior Leadership Team; the child will be removed until they have managed to self-regulate and are no longer displaying disruptive behaviour.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

Meetings with learning coaches

Use of teaching assistants

Short term behaviour reports

Long term behaviour plans

Pupil support units

Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal in the behaviour log.

10.3 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; a copy is available on the school website.

11. Responding to misbehaviour from pupils with SEND

11.1 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 take into account the specific circumstances and requirements of the pupil concerned. These may include:

- 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
- Training for staff in understanding conditions such as autism

11.2 Adapting sanctions for pupils with SEND

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

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

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.

11.3 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.

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

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

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

12. Pupil transition

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

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

13. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development. A staff training log can be found in appendix 2.

14. Monitoring

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

The data will be analysed every half term by the Deputy Headteacher.

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.

14.1 Monitoring this policy

This behaviour policy and statement of behaviour principles will be reviewed by the Headteacher and governing body every year. At each review, the policy will be approved by the Headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Managing Allegations against Staff Policy
- Anti-Bullying Policy
- SEND Policy

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

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

Appendix 2: Staff Training Log

[illegible]

Appendix 3: Letters to Parents about Pupil Behaviour – Templates

Behaviour Letter One (following repeated violations of Level A behaviour)

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could. Their behaviour includes the following:

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

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class Teacher:

Date: _____

Behaviour letter 1 – return slip

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

Name of child:

Parent name:

Parent signature:

Date: _____

When this letter is sent home, please ensure a copy is given to the Headteacher in order that a complete behaviour record is available for each child.

**Behaviour Letter Two (if there is no improvement since the first letter was sent
= repeated Level B)**

Dear parent,

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

This has now become a matter of concern and I would appreciate it if you could arrange to meet both the class teacher and myself after school, so we can discuss a way forward.

Yours sincerely,

Headteacher

Date: _____

Behaviour letter 2 – return slip

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

Name of child:

Parent name:

Parent signature:

Date: _____

When this letter is sent home, please ensure a copy is given to the Headteacher in order that a complete behaviour record is available for each child.

Third behaviour letter

Dear parent,

I am sorry to report that, despite the meeting with both the class teacher and myself during which we agreed a way forward, _____ has continued to misbehave and is causing considerable disruption to both their learning and the learning of others.

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

I would be grateful if you could attend a meeting to discuss how we can best support your child in improving their behaviour. Please contact the school to agree a mutually convenient time to discuss further support for your child's behaviour.

Yours sincerely,

Headteacher

Date: _____

Behaviour letter 3 – return slip

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

Name of child:

Parent name:

Parent signature:

Date: _____

When this letter is sent home, please ensure a copy is given to the Headteacher in order that a complete behaviour record is available for each child.

MAKING THE RIGHT CHOICES MATTERS

Green Standard for Behaviour

Consequences

Follow the Monty Way

- **Keep each other safe.**
 - Can be trusted to help others understand how to act and behave.
 - Doing the right thing when others are trying to stop you.
- **Treat each other with respect.**
 - Attitude towards school and/or work is good.
 - Never refuses to undertake a task and is willing to complete work to a good standard.
 - Attitude towards adults and children is good.
 - Respectful towards adults and children.
 - Works well as a team.
- **Help each other to learn.**
 - Arrives on time.
 - Settles quickly and ready to start lessons.
 - Good behaviour evident (e.g. pays attention, generally concentrates, completes tasks given and responds positively to staff input etc).
 - A good effort is made in all areas of work. Tasks completed and to a good standard.

- Recognition from adults that the school's Monty Way is being upheld.
- Praise and recognition.
- Possible Class Dojos
- Possible Friday Celebration nomination for Monty Achiever

MAKING THE RIGHT CHOICES MATTERS			
	Examples		Consequences
Level A	Not following one or more of the school rules. Safety. - Being somewhere I know I shouldn't be. (library, toilets.) - Jostling (pushing) with people. - Not following playground games rules (e.g. 4 square) - Throwing small items.	Learning. - Wasting time (wandering around the classroom, chatting to friends, day dreaming). Respect. - Talking or shouting out when I shouldn't do. - Refusal to follow instructions first time. - Answering back.	- Verbal warning to change behaviour. - Moved to a different seat in the class. - Talk to your class teacher about the behaviour and miss next break if no improvement - Move to a different classroom to complete work - Time out at playtime to complete unfinished work. - Repeated violations – Phone call home /Behaviour Letter One
	Repeatedly not following one or more of the school's rules. - Repeatedly breaking Level A rules. Safety. - Pushing and shoving viciously. - Breaking school property.	Learning. - Continually disrupting the learning of others. Respect. - Repeated refusal to follow instructions. - Swearing or rude language. - Answering back to an adult.	- Removal from class to a senior leader (DHT/HT) for 30 minutes to complete work. - Discuss behaviour with the senior leader and the teacher. - Parents/Carers notified with phonecall/Behaviour letter Two - Possible fixed-term exclusion for persistently disruptive behaviour. - Possible lunchtime exclusion.
Level B	Safety - Leaving the classroom without permission.		- One warning to return and two minutes to comply. - Parent notified to attend school immediately. - Possible fixed-term exclusion for persistent offending.
	Serious violation of one or more of the school's rules On Level B repeatedly over a two-week period. Respect and Learning - Persistent refusal to follow instructions.	Safety. - Dangerous behaviour towards self or others. - Intimidating behaviour (Threatening to hurt someone, goading others, getting others to do the wrong thing.) - Bullying. - Throwing furniture or larger items. - Damaging property.	- Internal exclusion with a senior leader (DHT or HT) for at least 0.5 of a day. - Parents/Carers notified by a senior leader with Behaviour letter Three. - Meeting with parent/carers, class teacher and senior leader arranged. - Possible fixed-term or permanent exclusion.
Level C			