

MANEY HILL PRIMARY SCHOOL



BEHAVIOUR POLICY

Reviewed By Staff:	June 2026
Governor Ratification Date:	September 2026
Next Review Date:	September 2027

AIMS

The success of Maney Hill Primary School lies in the partnership between staff, parents, governors and children. This policy and supporting guidelines aim to build on this and sustain an environment in which all parties are committed to enabling children to become the best version of themselves.

We follow the key principles (our school rules) of:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

We expect everyone in school to follow our school rules of being ready, being safe and being respectful. We all have the right to learn, the right to be safe and the right to be respected.

Unicef Rights Respecting:



Being Ready - What does ready look like?

Being on time.

Being ready to learn with the right equipment.

Being ready to listen and complete my work.

Being ready to try my best in all my subjects.

Being Respectful – what does being respectful look like?

Being kind to each other.

Looking after my own and other's equipment for its intended use.

Listening to others and speaking calmly.

Showing a positive 'can do' attitude.

Keeping our classroom, corridors and outside environment tidy.

Being Safe – *what does being safe look like?*

Being calm in the classroom, corridors and outside.

Taking care of each other and value others' opinions.

Seeking help and support when it is needed.

Keeping hands, feet and mouths to ourselves.

This policy is based on advice including:

- The Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice
- Behaviour and discipline in schools (DfE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (July 2026)

Roles and Expectations

Governors' responsibilities:

- a. Reviewing and approving the written statement of behaviour principles (**Appendix 1**)
- b. Reviewing and approving a behaviour policy
- c. Monitoring the policy's effectiveness, holding the Head teacher to account for its implementation

Head teacher's responsibilities:

- a. Reviewing and approving a behaviour policy in conjunction with the Governors, giving due consideration to the school's statement of behaviour principles
- b. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- c. Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently

Staff responsibilities:

- a. Implementing the behaviour policy consistently
- b. Modelling positive behaviour

- c. Providing personalised approaches to the individual behavioural needs of pupils if required
- d. Managing and recording behaviour incidents
- e. Use a positive calm tone and avoid shouting
- f. Where possible, manage behaviour privately not publicly
- g. The senior leadership team will support staff in responding to behaviour incidents

Parents, carers and legal guardians' roles:

- a. Supporting their child in adhering to good behaviour
- b. Informing the school of any changes in circumstances that may affect their child's behaviour
- c. Discussing any behavioural concerns with the class teacher promptly

Child's role:

- Be Ready, Respectful and Safe
- Use wonderful walking to keep everyone safe in school and make sure the learning of others is not disrupted as we move around school
- Demonstrate pride in their appearance following the school dress code
- Give their full attention and be ready to listen, responding to the phrase, 'eyes on me'
- Line up quickly, silently and sensibly when instructed by an adult showing lovely lines
- Using marvellous manners to be respectful to everyone in school

GOOD BEHAVIOUR

Behaviour is good when pupils:

- Pupils are Ready, Respectful and Safe
- Meet realistically and appropriately set work targets
- Listen attentively and respond to instructions
- Take pride in their work
- Respond to well-established classroom routines e.g. no walking around the classroom
- Wear the correct uniform (including PE kit) – see **Appendix 2**
- Have the correct equipment
- Complete homework within specified timescales
- Demonstrate co-operation with teachers, peers, support staff and visitors
- Show politeness and good manners towards others
- Make it possible for all to learn
- Respect others' property, feelings, rights, religious beliefs, cultural identity and gender
- Take pride in the whole school and classroom environment, its property and equipment

- Enter and leave the classroom and move around school in a calm, quiet way
- Be aware of other children's rights and safety at playtime

UNACCEPTABLE BEHAVIOUR

Misbehaviour includes:

- Disruption and disturbing learning in classrooms and at break and lunchtimes
- Non-completion of classwork or homework
- Inappropriate use of language
- Incorrect uniform
- Preventing others from learning
- Rudeness

Serious misbehaviour includes:

- Repeated breaches of our school's expectations
- Any form of bullying
- Intentionally damaging school equipment/property
- Theft
- Fighting
- Discriminatory behaviour
- Unacceptable online behaviours (Sharing of images, nasty comments, imbalance of power, coercion, exploitation, the use of technology to harass, threaten, embarrass, or target another person including the exchange of mean, aggressive or rude messages or the posting of personal information, pictures or videos intended to hurt or embarrass someone else)
- Up-skirting
- Deliberately targeting a pupil and encouraging others to do so

The above are examples, not an exhaustive list.

Responding to poor Behaviour – our behaviour pathway

	Behaviour	Strategy	Consequence
Expected	All children are 'Ready, Respectful and Safe'	Praise and reward others for doing the right thing, this can include non-verbal cues – this should address any initial low level behaviour concerns	If this doesn't correct the behaviour then move to Step 1

Step 1	Not being ready to learn e.g. being out of their seat, ignoring instructions, talking, distracting others, producing little or low standard work, incorrect uniform. Not showing wonderful walking e.g. running in corridors Not showing marvellous manners e.g. being rude towards peers or staff, answering back, inappropriate use of language Unintentional vandalism, not using objects correctly	Reminder A reminder of our three simple rules – Ready, Respectful, Safe – delivered privately wherever possible E.g. “I noticed that you chose to... This is a reminder that we need to be (ready/safe/respectful). Remember last week/ last lesson when you... (discuss and frame positive behaviour) That’s the (good listening, walking etc) I need to see now. You now have the chance to make a better choice. Thank you for listening.” <i>Example - ‘I notice that you’re running. You are breaking our school rule of being safe. Yesterday I saw your wonderful walking. You now have the chance to make a better choice. Thank you for listening.</i>	If this doesn’t correct the behaviour then move to Step 2 Please see section on SEND for specific individuals.
Step 2		Final warning Reinforce our three simple rules – Ready, Respectful, Safe – delivered privately wherever possible E.g. I’ve noticed that..... This is the second time I have had to remind you. Do you need to move to the quiet area? If you choose to break our school rules again, I will ask you to move/go to... Remember last week / yesterday when you... (reminder of positive behaviour) That’s the (good listening, walking etc) I need to see now, thank you for listening. <i>Example - ‘I have noticed you are not ready to do your work. You are breaking the school rule of being ready. If you don’t show me that you are ready, then I will</i>	If this doesn’t correct the behaviour then move to Step 3 Please see section on SEND for specific individuals.

		ask you to move to the quiet area. Do you need to move to the quiet area? Yesterday you started your work straight away and tried your best. That is what I need to see today. Thank you for listening.'	
Step 3		<u>Reflection time</u> I've noticed that.... You need to... (move to quiet space, another classroom). I will come and speak with you when I can see you are ready. Example - 'I have noticed you are continuing to use rude words. You are breaking the school rule of being respectful. You need to go and sit in the quiet area. I will come and speak to you when I can see you are ready.'	A child may have reflection time in a quiet space and then be ready to rejoin the learning. No further action will be needed. Reflection time does not need to be logged on CPOMs. However, if reflection time in a quiet space doesn't improve the behaviour, then move to Step 4 Please see section on SEND for specific individuals.
Step 4		<u>Restorative Conversation</u> Following Step 3, it is imperative that the adult who initially dealt with the behaviour (supported by a colleague or a member of the senior leadership team if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. 1. What happened? 2. How did it make you feel? 3. How can we make it right? 4. What can we do next time? Please use restorative conversation sheet (see Appendix 3)	Restorative conversations need to be logged on the record sheet and kept in class behaviour folder. If behaviour continues throughout the day class teacher to inform parents of incident and the restorative conversation and log on CPOMs. Please log behaviour on CPOMs using ABC (see Appendix 4) If children receive 3 restorative conversations in one

		This may be completed at break/lunchtime or in the classroom during lesson time.	half term, a phone call will be made home by AHT/ SENDCo to parents informing them. If the behaviour continues for a second half term, and a child receives a further 3 restorative conversations within the half term a phone call will be made home by AHT alongside an amber letter (appendix 5) If still no improvement a red letter will be sent home (appendix 5) Please see section on SEND for specific individuals. A child may require an Individual Behaviour Plan or Risk Assessment.
Straight to Step 4 SLT must be informed	Some behaviours are not acceptable to even do once. Intentionally hurting others Deliberate damage to property Repeated rudeness towards others (including swearing) Threatening or intimidating behaviour	Following an investigation, consideration will be given to the context and seriousness of the behaviour. Staff and Key Stage Two children will be expected to complete an incident form (see appendix 6). Strategies could include: - Parents informed - Class teacher to arrange a meeting with parents with a member of SLT in attendance - Removal from the situation	- Loss of break/lunch time - Attend SLT reflection session - Parents informed - Removal from the classroom for an internal suspension - Multi-agency and SENDCo involvement - Reduced timetable - Suspension

	Persistent refusal to follow instructions where safety is compromised Racism, sexist or homophobic comments Serious or continued bullying incidents Significant acts of violence (including use of objects as weapons) Unacceptable online behaviours (Sharing of images, nasty comments, imbalance of power, coercion, misinformation, disinformation, exploitation, the use of technology to harass, threaten, embarrass, or target another person including the exchange of mean, aggressive or rude messages or the posting of personal information, pictures or videos intended to hurt or embarrass someone else.) Theft Discriminatory behaviour Up-skirting	Decision to suspend will be made by the Headteacher, in consultation with senior leaders. If this decision is made, a letter will be sent to parents explaining reasons for suspension, length of suspension, arrangements for work and back to school meeting. Only in an extreme case would the decision to permanently exclude be taken. Appropriate procedures would be followed.	- Permanent exclusion Please see section on SEND for specific individuals.
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	Deliberately targeting a pupil and encouraging others to do so. <i>These are examples, not an exhaustive list.</i>		
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Further actions when the restorative approach may not be applicable:

- Where a child's behaviour is unacceptable at break and/or lunchtime, then part or all of break/lunchtime may be removed for a set period of time. This is the role of the lunchtime supervisor, not the class teacher.
- Where a child's behaviour is unacceptable on school trips (including residential trips) or sports events, they may lose the opportunity to participate in further trips and events. In extreme cases, children will not be able to attend or parents/ carers will be asked to collect child early.
- Unacceptable behaviour in a school club (before or after school) may lead to withdrawal from that club for a set period of time. This includes Bluebirds (see Bluebirds Behaviour Policy).

Positive rewards

At Maney Hill we are constantly looking to celebrate and encourage positive behaviour. Some examples of this are:

- Verbal praise and recognition
- Team tokens
- Weekly Merit Assembly – certificates given for attitude, effort and academic achievement
- School values and ready, respectful, safe stickers
- Lunchtime behaviour stickers
- Children sent to other teachers and/or member of SLT to share work
- Special mention in Newsletter
- School values badge
- Extra Playtime
- Lunchtime top-table award
- Dojo points

Team Tokens

Each child will be part of a coloured team: Red, Yellow, Blue or Green. Each half term, each class teacher will be given *x amount of* tokens. These are to be awarded to children who are consistently showing the school values of **Respect, Adaptability, Resilience, Responsibility, Ambition and Teamwork**.

Once children have received a token, they can place it in the token tube which will be displayed in the school hall. Each half term in merit assembly, team captains will reveal which team has the most

tokens. At the end of each half term, the winning coloured team will receive a prize. Examples of this include a non-uniform day, a film afternoon, craft workshops etc. Team tokens can also be rewarded for sporting endeavours. This can also be linked to the school values during lunchtime (lunchtime supervisors).

Dojos

Class dojos can be used for children who follow the school rules of being ready, respectful and safe.

Individual Dojo rewards

Dojo points can be redeemed in the 'Maney Hill Shop'. Bronze, Silver, Gold and Platinum Certificates will be awarded in merit assembly.

Whole class Dojo rewards

At the start of the academic year, each class can decide upon their own class rewards. Examples of these include, a film afternoon, a non-uniform day, extra playtime, sit next to a friend etc. This list can be decided as a class and agreed with Assistant Headteachers. Once the whole class receive a set number of points, they receive their award.

Consequences of misbehaviour consist of:

Children must be encouraged to take responsibility for their own actions and recognise how their behaviour will affect the way in which they are treated.

- Reflection time in quiet space
- Loss of playtime or break time to catch up on lost learning/ complete reflection activity
- Work with another adult or in a different classroom
- Sent to Assistant Head teacher and/or Head teacher
- Reflection at Lunchtime with SLT
- Behaviour Letter sent home and/or phone call to parents
- A fixed term exclusion (suspension)
- A personalised behaviour plan for persistent misbehaviour
- Managed move to another school
- Permanent exclusion (Expelled)

The above are generally hierarchical but serious behaviour can warrant a significant escalation.

Confiscation of inappropriate items may also occur – this is in line with the guidance available from <https://www.gov.uk/government/publications/searching-screening-and-confiscation> (Screening and searching pupils for weapons).

No intimate searches will be carried out unless instructed by Police. All pupils will be escorted by a DSL.

Special Educational Needs Behaviour Management

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. We recognise that pupils with SEND may require support, which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils.

At Maney we consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we refer to The Equality Act 2010 and schools' guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

We also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Advice may be sought from external agencies to identify and support specific needs in order to further support a child with SEND displaying challenging behaviour. 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. The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

If deemed necessary, a communication book between home and school will be introduced to record daily behaviours using the Antecedent, Behaviour and Consequence log (**Appendix 4**).

In addition to this, children with serious or persistent behaviour difficulties may need an Individual Behaviour Plan. This will be decided with senior members of staff and parents. (**Appendix 7**).

A part-time timetable will be considered as part of this provision as a short-term intervention, leading to full time provision quickly. A risk assessment will always be completed along with full parental involvement and this will be reviewed weekly to assess the suitability of provision.

We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) through our school nurse. It is at this point that if we deem necessary a referral to Children's Services may be made.

Team Teach

We have some staff who are trained in positive handling (Team Teach) and on the rare occasion a child puts themselves or others at risk of harm, then these strategies may be used. This option is always discussed with the parents after the event and referred to at the School Entry Planning Meeting and/or risk assessment as a strategy to be used if a child puts themselves or others at risk frequently.

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher.

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 and staff for those pupils transferring to other schools.

Pupil Conduct Outside School

As part of their learning, children will be given opportunities to go off site to visit places of special interest as day trips and residentials. We believe that children should behave in a positive way regardless of the setting they find themselves in e.g. on the way to school. In order to be able to undertake these activities it will be necessary to ask for help from parents and carers.

Latest advice from the DFE is from 2024 concerning such arrangements has changed and gives the school greater authority to discipline pupils. This authority has been extended to adult volunteers, and in volunteering, people will be given advice as to the level of sanctions they can apply to disruptive and rude pupils. Behaviour in Schools advice for Head Teacher's February 2024 says schools have the power to sanction pupils for misbehaviour outside school to such an extent as is reasonable e.g. when taking part in a school activity, travelling to and from school, when wearing school uniform, when in some other way identifiable as a pupil of the school, that could have repercussions for the orderly running of the school that poses a threat to another pupil, or that could adversely affect the reputation of the school.

The advice also extends to the school's ability to investigate and sanction undesirable behaviour on the way to and from school. The school will also apply these rules/rewards to out of school behaviour. Please also refer to our policies on Anti-bullying, Physical Intervention and Accessibility and Disability.

Fixed Term or Permanent Exclusions

This policy is used alongside the Exclusion Policy. The Head teacher may exclude a pupil, or pupils from school in line with the LA and DFE policy on exclusion and inclusion. Guidelines are laid down in 'Improving behaviour and attendance: guidance on suspension and exclusions from schools & Pupil referral units – September 2008; updated February 2015; Jan 2016; Sept 2023, August 2024, July 2026.

At Maney Hill we believe that exclusion is a last resort. We will exclude children for:

- Extreme or persistent violence to others
- Racism
- Possession of an illegal substance
- Persistent disruption and application of our sanctions
- Persistent or systematic bullying
- A child who presents a safeguarding issue to others in our school community
- Possession of an illegal or dangerous weapon
- Online (Phone, electronic devices/gaming/computers etc) incidents (including sharing of information, images, bullying, un-kind comments, balance of power, coercion, exploitation)
- Severe damage to property or arson
- Deliberately targeting a child/pupil with nasty, poor, unacceptable behaviour

**This is not an exhaustive list*

Exclusions will follow the premise of fixed term 1 day, 3 day, 5 day, permanent. But can be any length at the discretion of the Headteacher. Following a fixed term exclusion, a child and parent meeting will be held with a member of SLT.

Police involvement may be necessary for serious or persistent misconduct.

There may be amendments to this broad categorisation for SEND and safeguarding reasonable adjustments.

We will consider the use of internal exclusion (This is different to a school 'time-out') as part of this strategy. This will be on an individual basis. In some cases, where a duty of care exists as part of the decision to exclude, internal exclusion may well be used for welfare reasons but carry the same weight as an external exclusion (in terms of the procedure for exclusion if escalated)

Permanent exclusion will be a last resort, however serious one-off incidents or repeated poor behaviour e.g. Sexual harassment, extreme violence, theft, arson, vandalism, Online incidents (Sharing of images, nasty comments, coercion, balance of power, exploitation), up-skirting, cyber bullying or threatening behaviour may result in a permanent exclusion.

**This is not an exhaustive list*

Physical Restraint/safe handling

It may be necessary to restrain a pupil(s). Several school staff have received Restraint Handling from Team-Teach. Team Teach is an accredited, award-winning provider of positive behavioural management training suitable for use throughout the education sector, from early years upwards.

Our strategies equip staff working in primary school environments with the tools they need to understand behaviour, manage challenging situations in the classroom, and minimise serious incidents.

The school uses a burgundy red bound book to record fully any incidents where physical restraint of a child has been deemed necessary. The book must be completed as soon after the incident as possible. The book is kept in the Headteacher's Office. Any incidents are reported to the Governors.

Appendix 1

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected
- Every pupil understands they have the right to learn, free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Expectations, rewards and consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort. The Local Authority outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Good relationships between the school and pupils' home life are important. Parents are informed of behaviour incidents and working as partners provides consistency for the pupil, supporting improved outcomes
- Before a fixed term exclusion the Headteacher or SLT member will share and discuss this with a Governor (Ideally a chair) before a decision is made.
- What has happened? How investigated [both sides/witnesses]
- Are there any extenuating circumstances?
- Are there any SEND needs/ issues for consideration?
- Is the child 'safer' in school?
- Previous behaviours
- Appropriate sanction
- Once a fixed term or permanent exclusion is made the Headteacher will communicate this with a wider audience beyond the children of those been sanctioned at his/her discretion.

The Governing Board also emphasises that bullying, violence or threatening behaviour will not be tolerated under any circumstances.

Appendix 2

Our School Uniform

School colours are navy, yellow and grey.

Uniform

Navy sweat shirt or cardigan

Yellow polo shirt

Blue or yellow summer dress in check or stripe

Grey or navy trousers

Grey or navy skirt or pinafore dress

Grey or navy shorts or culottes

White, black or grey socks

Grey or navy tights

Black shoes (flat shoes please)

Sportswear

Children are expected to wear their PE kit on their selected PE days, this will be communicated by the class teacher.

Navy/black sports shorts (mid-thigh length or longer)

White t-shirt (if desired with collar and cuffs in their team colour)

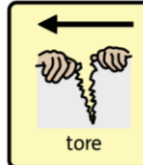
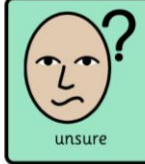
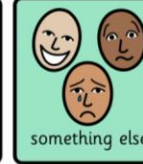
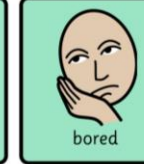
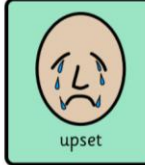
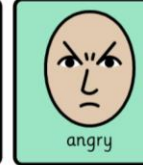
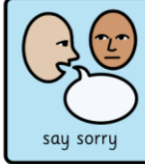
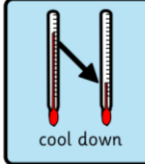
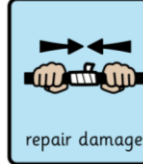
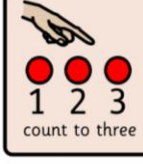
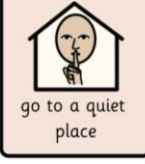
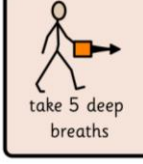
Trainers

For reasons of safety we do not allow children to wear boots in school or any jewellery other than simple stud earrings. Earrings should preferably not be worn when children have PE, games and swimming and removed or covered with a plaster before the lesson starts. We cannot accept responsibility for watches. There is a clock in every room throughout the school. Please note that the school does not carry insurance for personal belongings.

Pupils should not wear makeup, nail varnish or false nails to school. Any pupil wearing these items will be asked to remove them on the day or by the following day.

Appendix 3

Restorative conversations

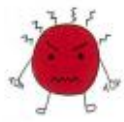
 What happened?	 shouting  said something unkind  pushed  left out of a game  kicked  damaged  tore  hit
 How were you feeling?	 unsure  tired  something else  bored  upset  lonely  angry  frustrated
 How can we make it right?	 time away  say sorry  shake hands  ask an adult to help  play together  cool down  repair damage  have a hug
 What can we do next time?	 walk away  use my words  count to three  tell an adult  do 5 star jumps  go to a quiet place  take 5 deep breaths  use a fidget toy

KS1

Time to Reflect

What happened?

How were you feeling?



Angry



Confused



Scared



Annoyed

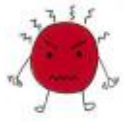


Sad



something else

How were they feeling?



Angry



Confused



Scared



Annoyed



Sad



What can we do now?



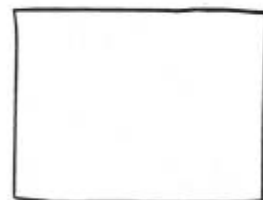
Say sorry



Share ideas



Make a plan



Something else

We have agreed to:

Date:

Sign:

KS2

Time to Reflect

What happened?

How were you feeling?



How do you think they were feeling?



What needs to happen to put things right?

Next time, I will

How are you feeling now?



We have agreed to:

Date:

Sign:

Appendix 4

ABC Chart

- **A – Antecedent:** What happened **before** the behaviour (what may have triggered it).
- **B – Behaviour:** What the child **did** (the behaviour itself).
- **C – Consequence:** What happened **after** the behaviour (how others responded or what changed).

Antecedent What activity was going on when the behaviour occurred and what happened right before that may have triggered this?	Behaviour What this looks like?	Consequences What happened after the behaviour or as a result of this?

Special Education Needs Communication Book

A communication book is a daily tracking tool used to record a child's behaviour using the above ABC Chart. It helps identify behaviour patterns, adjust intervention strategies, and evaluate their effectiveness. It also supports communication between school staff, parents or guardians, community agencies, administration, and inclusion services.

A Behaviour Log can track a wide range of behaviours, from mild concerns such as social skills difficulties (e.g., taking turns or asking for help) to more serious issues like non-compliance, disruption, leaving the area, or physical aggression that may require staff intervention.

Appendix 5

Behaviour letters

Amber letter: If children receive 3 restorative conversations in one half term, a phone call will be made home by AHT/ SENDCo to parents informing them. If the behaviour continues for a second half term, and a child receives a further 3 restorative conversations within the half term a phone call will be made home by AHT/ SENDCo alongside an amber letter.

Invite to meeting with AHT/ SENDCo and Class Teacher

Dear parent/ carer of [insert child's name],

It is with regret that I am writing to invite you to a behaviour discussion meeting at school with myself [insert name, AHT/ SENDCo] and [insert name, Class Teacher] on [date] at [time].

The purpose of the meeting is to discuss the repeated unacceptable stage 4 behaviours within school and to discuss how we can work together to improve [child's] behaviour with support both at home and in school.

Yours Sincerely

[name, AHT/ SENDCo]

Red letter: No improvement after stage 4 meeting a red letter will be sent home. Invite to meeting with Head teacher.

Invite to meeting with Headteacher

Dear parent of **[insert child's name]**,

It is with regret that I am writing to invite you to a behaviour meeting at school with myself **[insert name, HT]** on **[date]** at **[time]**.

The purpose of the meeting is to discuss the repeated unacceptable behaviours within school and to discuss how we can improve **[child's]** behaviour with support both at home and in school. If no improvement happens, in line with the school's behaviour policy, the next stage could result in a fixed term or permanent exclusion.

[If behaviour is of a serious nature then change to; the purpose of the meeting is to discuss the serious behaviour incident. If no improvement happens, in line with the school's behaviour policy the next stage could result in a fixed term or permanent exclusion.]

Yours Sincerely

[name, HT]

*Please see section on SEND for specific individuals. A child may require an Individual Behaviour Plan or Risk Assessment to be discussed during either meeting.

Appendix 6

Incident form

Incident Form

Name:

Date:

Time it happened:

Who was involved:

This is what happened or was said:

This is what I did or said:

Individual Plan

BEHAVIOUR PLAN - LOG OF INCIDENTS		BEHAVIOUR PLAN - LOG OF INCIDENTS	
PUPIL NAME:	CLASS:	PUPIL NAME:	CLASS:
YEAR GROUP:		YEAR GROUP:	
BEHAVIOUR PLAN PUPIL NAME: CLASS: YEAR GROUP:		BEHAVIOUR PLAN PUPIL NAME: CLASS: YEAR GROUP:	
Log of incidents: Date Description of behaviour Trigger for incident Action taken		Log of incidents: Date Description of behaviour Trigger for incident Action taken	
Reactive strategies How do we diffuse the situation? • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?		Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil? Complete ABC chart	
Skills and Talents		Achievements	
Likes		Dislikes	
Agreement: Parent/carer name Parent/carer signature Date		Staff name Staff signature Date	
Triggers and warning signs What triggers might cause an incident? How do we prevent an incident? • What to look out for • How to respond (reminders, alternative environment)		Behaviour plan evaluation and next steps: (review weekly in school) How effective is the plan? Record suggestions to be considered when this plan is reviewed.	

Behaviour