ST MARY MAGDALENE CATHOLIC PRIMARY SCHOOL

BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

'Growing Together in Faith & Love'

September 2026

MISSION STATEMENT

"Growing together in faith & love"

As a Christian community school life is based on the Gospel and the teachings of the Catholic Church and consequently to fostering a commitment to justice and the equality of all people in the eyes of God. Every child is encouraged to high ideals and equal opportunity is given to all pupils to develop their talents to the full.

Aims

It is a primary aim of St Mary Magdalene Catholic Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on those of the gospel, ensuring love, mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including 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 sanctions**

Legislation and statutory requirements

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

- KCSIE 2024
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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 88-94 of the Education and Inspections Act 2006, which require 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

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 address.

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

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

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.

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

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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.

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
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

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

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

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 education psychologist, medical practitioners and/or others, to identify or support specific needs.

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

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 matter. If appropriate, the school may request an emergency review of the EHC plan.

Pupils who have experienced Trauma

Staff are trained to understand that children who have been through trauma may have an automatic response in their behaviour. This may be a fight or flight reaction , in order to protect themselves. We adopt a trauma informed response alongside the normal behaviour management.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in shared areas between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physical violence to other pupils or staff
- Verbal threats to other pupils or staff
- Discrimination of any kind e.g. racial, gender
- Deliberate disobedience to instructions/ general lack of respect or lying
- Theft
- Disregard for the school environment and damage to property, including graffiti
- Swearing in all forms including vulgar finger gestures
- Fighting
- Possession of any prohibited items. These are 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)

Whilst good behaviour will always be recognised and rewarded, we do acknowledge that there will be times when we have to deal with behaviour that is unacceptable and we will follow our Good to be Green system. However, incidents of serious misbehaviour will bypass this system and be dealt with by the Headteacher and/or the Deputy Headteacher.

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:

- Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Threats of Physical Harm - e.g. "I'll get you after school".
- Racial - Racial taunts, graffiti, gestures

- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, or inappropriate touching
- Prejudice based - repeated hurtful behaviour that exploits or abuses someone based on their actual or supposed membership of a vulnerable group or their support for such a group.
- Discriminatory – is bullying based on a person's identity.
- Extortion - Money/Favours
- Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing
- Non Verbal acts - Ignoring/not speaking to/leaving someone out.
- 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 contained within our 'Anti-bullying Policy.'

Roles and responsibilities

The governing board

The Governing Body of St Mary Magdalene Catholic Primary School is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
The Governing Body of St Mary Magdalene Catholic Primary School 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.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body of St Mary Magdalene Catholic Primary School , giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil Code of Conduct

Everyone will act with courtesy and consideration at all times.

This means:

- We are reflective and prayerful (*faith*)
- We are honest (*love*)
- We consider others at all times and try to understand other peoples' points of view, we are kind and helpful (*compassion, tolerance and understanding*)
- We listen and are co-operative, accepting advice and instruction (*respect*)
- We are good friends (*love*)
- We give our best at all times (*commitment to hard work*)
- We move calmly and quietly around the school (*self discipline*)
- We look after our school, our belongings and the property of others (*responsibility*)
- We wear our uniform with pride (*respect, belonging*)
- We arrive at school on time (*responsibility*)

Rewards and sanctions

All pupils are aware of what is expected of them and are aware of the rewards and sanctions accessible to them. It will always be made clear to pupils the reasons for any rewards or sanctions given. Sanctions are only used when there is no alternative and all other methods have failed to change the behaviours identified.

Rewards

Rewards are given for all aspects of school life in the form of:

Positive Praise:	In the form of either a verbal or written comment Stars Stickers Special badges Achievement Charts
Sharing work with:	Other teachers Other classes In assembly

	The Headteacher
Displaying work:	In the classroom Special frames around the school Headteacher's office
Given special jobs or privileges ie:	Leader in the line Register person Class Helper
Monthly Achievement:	Children are selected for a special mention in whole school assembly, names are entered into the "**Gold Book**" and certificates given. Once a term parents are invited to the Achievement Assemblies
Certificates of Achievement:	Swimming Netball Football Athletics Attendance Hard work Behaviour Improvement Outstanding achievement Helpfulness Attitude
Postcards home:	Parents receive a postcard from school when a child merits special praise. Then as a family the child's achievement can be celebrated
Prize Day:	Formal acknowledgement of achievements takes place in the Summer term
Written reports:	Communicate the child's success to parents
Portfolios:	These blue folders celebrate children's work and include comments on behaviour, on involvement in school life and on general attitudes

Sanctions – It's Good to be Green

Corporal punishment is not used in our school. Punishments reflect the degree of misbehaviour involved ie. the most severe punishments are reserved for the most serious offences, such as unacceptable language, violent behaviour, continual disruptive behaviour, racism and bullying. Sanctions are never used as a primary solution, but after all other methods have been attempted and failed. It is always made clear to the pupil in all disciplinary actions that it is the behaviour which is not acceptable rather than it being the pupil as a person. The school uses the "It's Good to be Green" scheme. This is very visual and child-friendly with clear sanctions. Each classroom has an "It's Good to be Green" display area. The children and staff can all see who has a warning card or a consequence card. We hope the children will work together to help encourage good behaviour. Weekly records are kept of children's behaviour. This enables the SLT to see which children are demonstrating behaviour problems and may require further support. It also allows staff and the SLT to reward good behaviour and provide privileges to whole classes for consistent good behaviour.

The use of sanctions follows an escalation of methods to try and diffuse and resolve the behaviour issue.

Escalation takes the form of:

Showing disapproval verbal reminder:	With facial expressions Verbally
Discussion about the problem:	Made to apologise for behaviour Sent to a senior teacher Sent to Deputy Headteacher Sent to Headteacher Letter sent home to parents
Warning Card:	Children reminded their behaviour is not acceptable
Consequence Card:	This is issued if inappropriate or unacceptable behaviour continues. When a child receives a consequence card, this means they will miss their playtime. A second consequence card issued in the one day means the pupil will be sent to Mrs Williams or Mrs Jones. A third consequence card issued in one day means a letter will be sent home to parents requesting they come into school. If the child continues to demonstrate persistent bad/inappropriate behaviour then a parenting contract will be drawn up
Withdrawal of privileges:	Removal from the group (in class) Work in isolation Withdrawal of break or lunchtime privileges Temporary withdrawal from class, lesson or peer groups Withdrawal from carrying out tasks in the school Withholding participation in any school trips or sports events that are not an essential part of the curriculum Please note children will never be excluded from a classroom to stand in the shared area or outside classroom door as this achieves nothing and excludes them from their learning
Parenting Contacts:	A parenting contract is a formal written agreement between a parent and the governors of St Mary Magdalene school. It should contain a statement by the parent that they agree to comply for a specified period with whatever requirements are in the contact and if necessary make changes to the child's teaching group, timetable or curriculum. Seek advice from support services.

	Provide a mentor to support the child.
Alternative Education:	The school may also consider a child being enrolled in alternative education, for a limited time. This would only be considered if it could be seen of benefit to the child, giving them time out of the school. The child should be returned to the school as soon as it is reasonable to do so. The school retains responsibility for safeguarding during this period, a formal agreement is in place and contact with the alternative education is maintained during the period. Any child enrolled in alternative education is considered to be vulnerable.

Parenting Contract

The purpose of a parenting contract is to improve pupil behaviour at school. It is not seen as a punitive measure against the parent. It is a shared responsibility of school and parent working in partnership to address behaviour issues.

A parenting contract may include an agreement that:

For a parent to:

- Attend meetings arranged by the school to review their child's behaviour.
- Agree to their child completing detention (during play/lunchtimes) or loss of privileges at school.
- Check and sign a daily contract book.
- Keep in regular contact with the school.

For the school to:

- Follow agreed policy.
- Arrange regular meetings to review child's progress, keep in regular contact.
- Set up a Pastoral Support Plan.
- Monitor the child's behaviour by placing them on report.
- Give rewards/incentives, agreed with the parents:

Parents are always kept informed and would be contacted if their child's behaviour is cause for concern. Warnings are always issued if exclusion becomes the only alternative. Pupils who are at risk of exclusion will be supported through a Pastoral Support Programme or Parenting Contract. Report cards/books may be used also to keep parents informed.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

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 discipline 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.

Behaviour management

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 the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning and afternoons
    - 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

Headteacher Involvement

Where there is an incident of serious misbehaviour our response will depend on the severity of the incident, as follows:

- It may be necessary for a pupil to be removed from the immediate situation (time out) and sent to the Headteacher to work in an internal exclusion. Work and supervision will be provided. Parents will be informed if this happens again.
- In the event of acts of physical violence, discrimination, deliberate disobedience or bullying, the offender will be reported to the Headteacher, their names recorded in the "Behaviour File" and their playtime will be removed for a set period of time. Parents will be informed if their name appears more than once for serious incidents as described above. For a racial incident, a letter will be sent immediately to parents of the victim and the perpetrator and a special log will be kept.
- All racist, LGBTQ+ phobic or any form of sexual harassment will be challenged and recorded in the Behaviour File. Referrals to appropriate agencies when necessary.
- If the pupil continues to offend, parents will be asked in to see the Headteacher
- When there is no improvement in the behaviour, internal exclusion will be implemented while advice is sought from outside agencies eg. Behaviour Support Service, Educational Psychologist.
- If all the above has no effect on the behaviour, a fixed period of exclusion will be considered at the discretion of the Headteacher
- In the situation where behaviour is significantly extreme, parents will be immediately notified and arrangements to be made for a fixed period of exclusion.
- If behaviour continues to escalate, sanctions and strategies are not succeeding and the advice of multi-agencies have been exercised over a prolonged period of time (or where the offence is deemed very serious) and no progress is being made, the Headteacher must exercise his/her professional judgement for the health and safety of the school eg. a pupil becomes physically violent and is endangering the safety of others. This could lead to a Permanent Exclusion. In this instance Governors and Headteacher would follow local authority policy and procedure for permanent exclusions.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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)
- Reviewed following the incident to identify if there were any other options that could have been used.

Confiscation

Any prohibited items 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 and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupils' conduct outside the school gates - teachers' powers

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
    - taking part in any school-organised or school-related activity or
    - travelling to or from school or
    - wearing school uniform or
    - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public.
- Involves criminal activity.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

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

We have a duty to consider how we support pupils and students with regard to particular protected characteristics – including disability, sex, sexual orientation, gender reassignment and race. We will take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their 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.

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.

Training

Behaviour management will form part of continuing professional development.

All staff working in school are expected to familiarise themselves with the school's current behaviour policy and strategies. It will form part of the staff induction pack.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and The Governing Body of St. Mary Magdalene Catholic Primary School every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body of St. Mary Magdalene Catholic Primary School every two years.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

St Mary Magdalene Catholic Primary School
Governors' Written Statement of Behaviour Principles

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006 and DfE guidance (Behaviour and discipline in schools: Guidance for governing bodies). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy at St Mary Magdalene Catholic Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions, and how to use them. Staff should be confident that they have the Governor's support when following the school's Behaviour Policy.

This is a statement of principles, not practice: it is the responsibility of the Headteacher and Senior Management Team to draw up the Behaviour Policy at St Mary Magdalene Catholic Primary School, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in the DfE publication, Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016).

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

- The Behaviour Policy should reflect the Catholic ethos of the school and as such, when implementing the policy, the school should uphold the gospel values of love, empathy, and compassion.
- The behaviour policy is understood by pupils and staff and forms part of the Home School
- Agreement and is to be signed by parents to indicate they have read and understood it. Every child has the right to learn free from the disruption of others; no child has the right to disrupt the learning of others
- Everyone has the right to be listened to and to feel and be safe, valued and respected
- St Mary Magdalene Catholic Primary school is an inclusive school; all members of the school community should be free from discrimination, abuse, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers, governors and parents – will set excellent examples to the children at all times, both at school and in the wider community
- We seek to give every child a sense of personal responsibility for his/her own actions
- Pupils should understand that they are ambassadors for St Mary Magdalene Catholic Primary School, and they are encouraged to maintain high standards of behaviour both at and outside of school.

- The school's Behaviour Policy will clearly outline the extent to which staff may discipline children for behaviours that take place beyond the school gate and outside school hours
- The school's Behaviour Policy will ensure that there are measures to promote good behaviour, selfdiscipline and respect, and prevent all forms of bullying amongst pupils
- The Behaviour Policy must also provide guidance on the use of reasonable force and other physical contact
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where serious concerns arise over a child's behaviour
- The school will follow Milton Keynes Council Exclusions Guidance. Exclusions will only be used as a last resort. The guidance outlines the processes involved in permanent and fixed-term exclusions. The Exclusions Guidance is referenced within the Behaviour Policy.
- The school's Behaviour Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff and the pastoral care available to staff accused of misconduct
- The school's Behaviour Policy will explain the circumstances in which screening and searching may take place
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs, and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations May 2016

The governing body 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 Governing Body of St Mary Magdalene Catholic Primary School every two years.

Appendix 2: Prejudicial Incident Reporting Form

St Mary Magdalene Catholic Primary School

Prejudicial Incident Reporting Form

(an incident motivated by prejudice, negative opinion or attitude)

Type of Incident	**Date**	**Information**
Race ☐ Religion ☐ Disability ☐ Size (weight) ☐ Gender ☐ Ethnicity ☐ Age ☐ Misogyny ☐ Misanthropy ☐		
Action:		
Follow up:		

Appendix 3: Behaviour Contract

St Mary Magdalene Catholic Primary School
Behaviour Contract

Name: ……..……

Goals I have set:

1. .....
2. .....
3. .....

If I do meet these goals, these are my rewards:

1. .....
2. .....
3. .....

If I do not meet these goals, these are my consequences:

1. .....
2. .....
3. .....

My Contract will be reviewed on: .....

Pupil signature: …….

Parent/Carer signature: …….

Teacher signature: …….

Appendix 4: letters to parents about pupil behaviour – optional templates

First behaviour letter

Dear Parent/Carer

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

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

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

Yours sincerely

Class teacher name:
_____

Class teacher signature:
_____

Date: _____

Behaviour letter – 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: _____

Second behaviour letter

Dear Parent/Carer

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.
I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. Yours sincerely

Class teacher name:
_____

Class teacher signature:
_____

Date: _____

Third behaviour letter

Dear Parent/Carer

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

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

I would be grateful if you could attend a meeting with the Headteacher, the special educational needs coordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely

Class teacher name:
_____

Class teacher signature:
_____

Date: _____