



# Behaviour Policy and Statement of Behaviour Principles

Embrace Multi Academy Trust strives to maintain and improve good provision and outcomes at each of its member schools. Based upon our shared ethos and our values of wisdom, collaboration, respect, integrity, inclusivity, and compassion, we aim to support the learning and development of every person within the trust and our policies are written from this perspective.

Version	Approval Level	Document History	Date	Review Period
V1	Trust Leader	Approved	27/08/2024	Annual
V2	Trust Leader	Approved	06/10/2025	Annual

## Contents

1. Aims .....	2
2. Legislation, statutory requirements and statutory guidance .....	2
3. Definitions .....	3
4. Bullying .....	4
5. Roles and responsibilities .....	9
6. School behaviour curriculum .....	11
7. Responding to behaviour .....	13
8. Serious sanctions .....	25
9. Responding to misbehaviour from pupils with SEND .....	26
10. Supporting pupils following a sanction .....	27
11. Pupil transition .....	27
12. Training .....	28
13. Monitoring arrangements .....	28
14. Links with other policies .....	29
Appendix 1: letters to parents/carers about pupil behaviour – templates .....	30

---

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)

- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### 3. Definitions

*The points below are suggestions only and should be adapted to suit your school's specific circumstances.*

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors 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
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
  - Add any other items that are banned in your school, e.g. mobile phones and similar devices

#### 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (eg gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

## Manorfield C of E Primary School - Anti-bullying approach

How does the school prevent bullying?

Central to the curriculum for Personal, Social, Health and Relationships Education is our aim to effectively equip children with the skills, personal qualities and attributes needed to become independent, to develop positive relationships and learn about conflict resolution, make decisions and take responsibility for themselves and their actions. Through the planned curriculum for PSHE and RSE, children are helped to acquire a range of skills that contribute towards emotional health and well-being, including:

- Being an effective and successful learner
- Making and sustaining friendships
- Dealing with and resolving conflict effectively and fairly
- Being able to solve problems with others and alone
- Managing strong feelings such as frustration, anger and anxiety
- Recovering from setbacks and persisting in the face of difficulties
- Working and playing cooperatively
- Competing fairly and losing with dignity and respect for competitors
- Recognising and standing up for your rights and the rights of others
- Understanding and valuing the differences between people and respecting the right of others to have beliefs and values different from your own.
- Recognising that families are different and that some children have greater responsibilities at home.

Bullying is a recurring theme throughout each year group's PSHE lesson focusing on what bullying is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this crucial problem. Promoting social, emotional and behavioural skills can help to reduce bullying: by learning about empathy and social responsibility, pupils are less likely to bully, and the targets of bullying should be better able to challenge it, having developed their self-esteem.

An overview of how positive relationships are taught in each year group is below:

EYFS	<p>I can work and play cooperatively and take turns with others.</p> <p>I can form positive attachments to adults and friendships with peers.</p> <p>I can show sensitivity to their own and others' needs.</p>
Year 1	<p>I can tell you what bullying is.</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied.</p>
Year 2	<p>I understand that bullying is sometimes about difference.</p> <p>I understand that it is OK to be different from other people and to be friends with them</p> <p>I recognise when I feel worried and know who to ask for help</p>
Year 3	<p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I know some ways of helping to make someone who is bullied feel better.</p> <p>I can problem-solve a bullying situation with others</p>
Year 4	<p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p>
Year 5	<p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I understand what racism is.</p> <p>I understand there are rights and responsibilities in an online community or social network.</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>
Year 6	<p>I know some of the reasons why people use bullying behaviours.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can use technology positively and safely to communicate with my friends and family.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>

Further opportunities to enhance and reinforce our ethos in which positive behaviour is promoted, and bullying considered unacceptable are provided through:

- Assemblies and collective worship
- National Anti-Bullying Week
- All subjects of the curriculum including all Christian Values and Manorfied Muscles
- Adult role models
- Extra-curricular activities
- Co-operative Group Work: Children work together on shared tasks, involving co-operation and individual accountability. When this is integrated into normal classroom practice, pupils can explore issues and controversies by considering different points of view; be more tolerant of others and more willing to listen: trust those of the opposite gender and those from other ethnic groups and become better integrated into the peer group.

How can pupils, parents/carers and staff report incidents of bullying?

- Staff will report incidents of bullying via CPOMs.
- Parents/carers will report via Class Dojo or in person.
- Pupils can talk to any member of staff about their concerns in school. They may also use the 'thought box' or Worry Monster (available in all classrooms) to communicate any incidents of bullying. Pupils may have their own communication methods, according to their individual need and age.

How does the school react to incidents of bullying, whilst at school?

When a case of bullying is reported to an adult, or witnessed, the adult needs to decide, by gathering all the facts and speaking to people who may have seen the incident, whether it can be dealt with through behaviour consequences or whether it is more serious and needs referring to the Assistant Head teachers or the Head teacher. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, are encouraged to contact their child's class teacher immediately. Their concerns will be taken seriously, and good practice applied.

Each incidence of bullying will be investigated and dealt with based on the individual circumstances, but the main processes set out below will be followed.

1. Young person tells you they are being bullied or incident is observed
2. Ensure that an appropriate adult meets with the target of the bullying.
3. Listen to other young people who may have observed the incident.
4. Ensure that appropriate adult meets with the young person alleged to be responsible.
5. If there is evidence or admission of bullying, issue appropriate sanctions as outlined below. As we prefer to use a restorative approach provide opportunity for young person to reflect and consider how they might make amends.
6. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.
7. Inform the target of outcomes and actions taken. Provide on-going support.
8. Inform the young person responsible of outcomes and actions taken. Provide on-going support for all involved.
9. Contact the parent/carers of the target of the bullying. Inform them of the incident and actions and support taken and given by the school.
10. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and the consequences put into place by the school.

11. Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc.
12. Monitor the situation and review with all parties to ensure the bullying has stopped.
13. Review how successful your approach has been. What additional preventative measures need to be in place?

How does the school record, analyse and monitor incidents of bullying?

Incidents of bullying are logged on CPOMs as a cause for concern. This will then be reallocated as a peer-on-peer incident by DSL/DDSL. The senior leadership team monitor allegations and incidents of bullying, evaluating the impact of actions taken to prevent bullying and address individual allegations. This is done in consultation with the children and parents concerned following an incident. In-line with our monitoring of behaviour, all incidents are analysed on an ongoing basis and the Headteacher produces an annual report on the effectiveness of the Anti-bullying Policy as part of the annual Safeguarding return to the Local Authority.

## **5. Roles and responsibilities**

### **5.1 Governors**

The Local Governing Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for:

- Reviewing and approving the school's version of the trust's behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

## 5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents accurately and promptly on Class Dojo or CPOMS as appropriate
- Challenging pupils to meet the school's expectations

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

## 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

## 5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

It cannot be over-stressed that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of pupils is promoted by regular praise, congratulation, and affirmation. A school culture which is dominated by a mutual respect between pupils and between staff and pupils will lead not only to harmonious relationships but also to the fulfilment of the pupils' potential both academically and socially. Rewards should outnumber sanctions.

Our school aims to be inclusive and nurturing, valuing difference and diversity and enabling all pupils and adults to flourish. The attitudes of caring, sharing and inspiring are evident in the daily life of the school and the vision and values are shown through actions of staff and pupils. As a school community we have agreed that all members should model: Caring, Shoring and Inspiring. We do this by adhering to our School Rules.



Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

## **6.1 Mobile phones**

Year 5 and 6 pupils only, are authorised to have mobile phones on-site. Their phones are to be switched off on entry to the classroom and are to be handed to an adult. Phones are then placed in a secure storage area and returned to pupils as they leave the building at the end of the school day.

## **7. Responding to behaviour**

### **7.1 Classroom management**

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

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

Good to be Green System

All classes in the school run the 'Good to be Green' system in class for monitoring and recording. At the end of each day each child's behaviour will be recorded and communicated home via Class Dojo. This will either be 'Green all day' for good behaviour, may include a 'Privilege Card' for exceptional work or behaviour or may be a 'Yellow' or 'Red' card following incidents of misbehaviour. Teaching and support staff are responsible for setting the tone and context for behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- 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
- Follow the behaviour procedure for consequences (7.4)
- Using positive reinforcement

### **7.2 Safeguarding**

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 [Embrace Child Protection Policy 2025 - 2026.pdf](#).

### **7.3 Responding to good behaviour**

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

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

It cannot be over-stressed that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of pupils is promoted by regular praise, congratulation, and affirmation. A school culture which is dominated by a mutual respect between pupils and between staff and pupils will lead not only to harmonious relationships but also to the fulfilment of the pupils' potential both academically and socially. Rewards should outnumber sanctions.

Positive behaviour will be rewarded with:

- Verbal and written praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Star of the Week certificates/presentation
- Stickers from class teachers, support staff, phase leaders and SLT
- House Points, which are logged on Class Dojo to share with parents
- Visits to Phase Leaders or SLT to celebrate
- Privilege Cards

The house system aims to reward positive behaviour and foster the feeling of teamwork and belonging among the children. There are four houses which are named after people involved in education in Stoney Stanton throughout history:

❖ <b>Webb</b>	❖ <b>Blue</b>
❖ <b>Bold</b>	❖ <b>Green</b>
❖ <b>Varnam</b>	❖ <b>Red</b>
❖ <b>Norton</b>	❖ <b>Yellow</b>

House points are given in recognition of outstanding behaviour, achievement, and effort. They can be awarded by any teacher to any child. The points are awarded via Class Dojo. The winning house for each year has the trophy decorated in their house colours. Children can redeem their house points as a reward for their hard work at the end of the year on a special 'Reward Day'.

## **7.4 Responding to misbehaviour**

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

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

De-escalation techniques, 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 one or more of the following sanctions in response to unacceptable behaviour:

During class time, adults may also use a range of behaviour strategies to encourage appropriate behaviour including moving the pupil seat or re-directing other adult support to guide and monitor. Despite positive encouragement of good behaviour, it may be necessary to employ interventions for misbehaviour that contravenes the 'Golden Rules', and to ensure a safe and positive learning environment. We operate a hierarchy of interventions. These are:

### Stop and Think Card

- » Children will be given a verbal warning to be reminded of the school's Golden Rules
- » Children will be asked to think about their behaviour and to make better choices
- » As a child has the opportunity to change their behaviour, this will not be reported home.

### Yellow Card

- » Used for incidents of low-level disruption (i.e. any action that prevents an individual from learning to their very best, e.g. talking over the teacher, chatting whilst working, distracting others, shouting out).
- » Consequence of receiving a Yellow Card is reflection time during the next available playtime to think about why they have behaved in that way, what may have been more appropriate and what the effect on their and other's learning and wellbeing has been
- » This time may also be used to catch up on learning that has been missed because of the behaviour.
- » The reasons for the card being given will be communicated home via Class Dojo.
- » Should the behaviours continue after the awarding of a Yellow Card; a child may then move onto a Red Card and further actions may be required such as moving to another classroom.

### Red Card

- » Red Cards will be awarded for stand-alone serious incidents, or for repeated incidents of low-level disruption in a day. Examples of incidents that would result in an instant Red Card would include physical behaviour such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm towards children and/or staff, abusive language, and damage to school property.
- » The consequence for receiving a Red Card would be the loss of 1 day's play time (this is breaks and lunch times).
- » The reasons for the card being given will be communicated home by either phone call or in person.

The emphasis at any stage is that everyone has the right to feel safe and to learn. The child will therefore be re-engaged in their learning as soon as possible. Each day, the child is given a fresh start: we forgive previous behaviour and encourage the child to behave appropriately.

Every pupil will start the next day back at 'Green'.

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.

### **Responding to misbehaviour - At Lunch Time (Happy Lunchtimes)**

During lunchtimes, our staff will utilise training and systems to ensure that all children have a 'Happy Lunchtime'. Our objectives for lunchtime are for:

- Staff to use 'The Zone' to provide a new activity each lunchtime for children

- Staff to use a positive behaviour system to encourage good behaviour
- Children have good manners and good table manners
- Children show respect for staff, equipment and each other
- Children to eat in a quieter, pleasant, dining hall

The Zone — an area of playground will be known as 'The Zone'. Each day a different activity will take place, drawn from a wide range of activities designed to appeal to differing 'styles' of play. Staff will let the children know each day where the zone will be.

An adult, who will choose that day's activity and ensure that the rules are known and respected, will supervise the Zone - everyone is welcome in the zone. There will be a different activity every day.

Rules for the Zone:

The equipment is only to be used in the Zone area. It can't be taken out of the zone. Everyone can join in (learners should reply 'Of course you can' when asked by another learner if they can join in)

Rewards:

Porn Poms - Adults (Lunchtime teachers) can award poms poms freely for positive behaviour during lunchtime. Porn poms will be collected in a tub (one per class. The winning class will be announced each week in our phase assembly. The winning class will be presented with the Golden Lunchbox and will receive 15 minutes of an activity of their choice.

'Lunchtime Star of the Week' Certificate:

Each adult will nominate a pupil for a special mention in class assembly. Certificates will include pupil name, staff name and reason for the award. Where possible the reason will be linked to our learning habits and values.

Dining Hall:

We all want to ensure that the hall is a quiet and pleasant area to eat dinner. If the hall is too noisy then an adult will show an orange card to indicate that the volume needs to be turned down. If this does not happen, then a red card will be shown- we are aiming to achieve 5 days without a red card.

ABC Sanction:

A = a QUIET WORD This is used when somebody 'gets carried away'.

This involves telling children what is not acceptable without 'telling them off'.

Adults will: 1. Listen if a child wants to explain. 2. Remain quiet and calm. 3. Be crystal clear about expectations 4. Leave children with a smile.

B = 2 MINUTE REFLECTION AND APOLOGY

This is used when expectations / or school rules have been made clear, but the child decides not to follow them. If is deliberate/ pre-meditated misbehaviour. It becomes 5 minutes ONLY if the pupil is un-cooperative or cheeky etc.

Adults will explain what was unacceptable and the child will have a 2-minute time-out accompanied by the staff member quietly. The child will be asked to apologise and reflect on what they did, accept that they were wrong, show respect and take responsibility. At the end of the reflection period the adult will end the period positively with a thank you.

If the child refuses to co-operate and show the adult respect then the adult will give them a warning, that if they don't do their reflection time now, it will be 5 minutes.

If the child still refuses, then the reflection period becomes 5 minutes.

C= THIS IS A RED CARD BEHAVIOUR e.g. bullying, racism, physical behaviour such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, swearing, outright defiance (e.g. refusing 5 minutes reflection with an adult).

The child is sent to a member of the Senior Leadership Team or class teacher in their absence. Red card procedures will be followed as outlined above.

The adults on duty deal with playtime and lunchtime problems, at playtime and lunchtime.

#### Recording Incidents

For any incidents requiring a consequence, teachers add this onto each child's Class Dojo account which is viewable to parents/carers, members of SLT and Phase Leaders. Behaviour incidents are analysed each term by the senior leadership team to identify any trends or patterns. This analysis is used to further inform practice and support for pupils.

#### Individual Behaviour Plans

Where pupils need additional support to manage their behaviour and emotions in school, an individual behaviour plan will be devised in conjunction with the child and parents. This plan will include specific targets and strategies to support the child. It will be reviewed daily with the teacher and regularly with parents, SLT and other professionals where appropriate.

#### Escalation Procedures

Where a pupil's behaviour is serious or persistently disruptive, contact with parents/carers will be made as soon as possible. In discussion with SLT, the following interventions will be implemented.

##### **Orange Behaviour Report — parent and phase leader led monitoring**

Any child who is showing misbehaviour regularly will be moved on to an 'Orange' Behaviour report for 2 weeks

- 2 Red Consequence Cards in one week or
- + 4 Yellow Warning Cards in one week

Children will need to sit down with class teacher to fill in personalised targets for behaviour. Each lesson will be recorded and at the end of each day signed by teacher and phase leader. Parents must be informed and spoken to beforehand about the need for the more detailed behaviour tracking.

At the end of the 2-week monitoring period a review meeting needs to be held between the child, teacher, and parents to review next steps. If a child has met all targets they can be removed from the report and go back to normal class behaviour monitoring.

##### **Red Behaviour Report — parent and SLT led monitoring**

Following 2 weeks on Orange Behaviour Report a review meeting should establish if the child needs further monitoring. If this is the case the review meeting with parents needs to also involve SLT. This is because the next stage, Red Behaviour Report, is reviewed by SLT. New targets need to be agreed at the review meeting alongside the child and parents. The report lasts another 2 weeks and is signed by SLT at the end of each day.

At the end of the 2 Red' weeks a review meeting is to be held with the class teacher, parents and SLT. If the child has met all targets, they can return to normal class behaviour monitoring.

Any child who has not improved behaviour after 2 weeks on Red Behaviour Report will have parents invited to a meeting with SLT and will most likely result in a Warning Letter on their file regarding behaviour and/or a suspension for continued disruption.

## **7.5 Reasonable force**

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

- Causing disorder

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Always be recorded and reported to parents/carers

In line with statutory requirements from September 2025, all significant incidents involving the use of reasonable force will be recorded and reported to parents/carers, unless doing so would place the child at risk."

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

## 7.6 Searching, screening and confiscation

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

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### Searching a pupil

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

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 make sure a written record of the search is kept.

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – eg “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 to 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 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, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that is not worn wholly next to the skin or immediately over underwear (eg a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

## **Searching pupils' possessions**

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

- Desks
- Lockers
- Bags

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

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

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

## **Informing the designated safeguarding lead (DSL)**

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

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

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

## **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

## **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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school cannot get in touch with the pupil's parents/carers, or if they are not able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

## **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

#### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

#### **7.7 Off-site misbehaviour**

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

- Taking part in any school-organised or school-related activity (eg school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

#### **7.8 Online misbehaviour**

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

## **7.9 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the Headteacher or member of the Senior Leadership team will make the report.

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

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

## **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information [Embrace Child Protection Policy 2025 - 2026.pdf](#).

## 7.11 Malicious allegations

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

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

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

Please refer to our child protection policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Serious sanctions

### 8.1 Detention

Detentions are not part of our behaviour policy. However, in line with the Good to be Green system, children will:

- Use part of their next playtime for reflection, following a yellow card.
- Miss 1 day's play, following the receipt of a red card.

### 8.2 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. This education will be 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 staff from that classroom or other teacher/support assistant and will be removed for a maximum of 1 lesson.

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 it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully re-integrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

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

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans

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

### **8.3 Suspension and permanent exclusion**

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

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

Please refer to the suspensions and exclusions guidance for more information [Suspension and permanent exclusion guidance](#)

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

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

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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.

Our approach to anticipating and removing triggers of misbehaviour includes examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **9.2 Adapting sanctions for pupils with SEND**

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

- The pupil was unable to understand the rule or instruction
- 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.

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

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

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

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

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

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

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

## **10. Supporting pupils following a sanction**

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

This could include measures such as:

- Individual meeting with class teacher/support staff
- An orange report card with personalised behaviour goals
- Individualised positive interventions (sticker chart etc)

- Support from ELSA

## 11. Pupil transition

### 11.1 Inducting incoming pupils

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

### 11.2 Preparing outgoing pupils for transition

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

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

## 12. Training

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

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- How ACEs may impact behaviour
- How to adhere to our behaviour policy
- How to utilise Good to be Green to encourage positive behaviour

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be analysed every half-term by the senior leadership team.

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 them.

## 13.2 Monitoring this policy

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

## 14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Mobile phone policy

## Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able 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
- 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 suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The board of trustees and local governing committee also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 1: letters to parents/carers about pupil behaviour – templates

### First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

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/carer name: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Second behaviour letter**

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Third behaviour letter**

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[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: \_\_\_\_\_

## **Detention letter**

Dear parent/carer,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you would like to discuss this matter with me, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

  

---

## **Detention letter – return slip**

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

Name of child: \_\_\_\_\_

Parent/carer name: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 2: Child on Child Abuse

### Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that does not mean that this kind of abuse is not happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who do not want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in the Safeguarding and Child Protection policy [section 7](#). In particular, [section 7.8](#) and [section 7.9](#) set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

