

Behaviour policy and statement of behaviour principles

St Willibrord's RC Primary School



Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

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1. Aims

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**

2. Legislation and statutory requirements

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

- 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

3. Definitions

Our school's policy for Behaviour Management and Support is to be based on a positive and praise based principle to promote self-esteem whilst effectively managing behaviour. We feel that this should in turn contribute to positive learning experiences and promote respect and care.

As a designated resourced mainstream school we will make adjustments through knowledge of the child in the personalisation of rewards and sanctions. We expect that staff will interpret policies on an individual basis with every child especially those with additional needs which could affect their behaviour such as ASD, ADHD and SLI. We will treat children individually to ensure that their behaviour is managed fairly. This could involve pastoral behaviour plans, individual behaviour support plans and/or individual applied strategies. Any differences to the application of this policy for these children will be in consultation with parents/carers, school and relevant agencies.

We do understand that children sometimes go through difficult times which may cause them to be unhappy or have a special educational need which affects their behaviour. In such cases, we will ensure that children receive the best support possible and adapt our behaviour management strategies appropriately to suit the particular 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 assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 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
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- At St Willibrord's RC Primary School bullying of any kind is unacceptable and will not be tolerated in any form. Pupils and parents are encouraged to report any incident of bullying to any member of staff.
- In the first instance this should be reported to the child's class teacher if possible to be investigated fully.
- If this is not possible then speak to any member of staff who will inform class teacher / family worker / Key Stage leader / Deputy Headteacher / Head teacher as necessary.
- In any instance where a matter is found to be classified as bullying after an investigation this will always be treated at the serious incident level as a minimum.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, 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.

5.3 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.

5.4 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

6. Pupil code of conduct

Our school will follow five 'Golden Rules' for behaviour which will be integral to school life and will underpin our high expectations of behaviour and conduct. At the heart of everything we do we ask our children, staff, parents and governors to ask themselves a question, 'What would Jesus do?' As a Catholic school, Christ is at centre of everything we do and in all aspects of the children's education and learning experiences. Our expectations will be discussed and agreed with the whole school; pupils, staff, governors and parents.

1. Responsibilities and Expectations

- What can pupils expect from staff? You can expect staff to:
 - i. Arrive at school on time
 - ii. Plan and deliver good to outstanding lessons which engage and motivate you to learn
 - iii. Give sufficient time for every task
 - iv. Be enthusiastic and develop positive working relationships
 - v. Celebrate the success of pupils
 - vi. Encourage all pupils to take part
 - vii. Have a well organised, safe and stimulating work environment
 - viii. Mark and give feedback on work daily
 - ix. Set appropriate homework
 - x. Treat you fairly
 - xi. Remove hazards
 - xii. Encourage at all times good behaviour and attitudes to learning
 - xiii. Be approachable and listen to what you have to say
 - xiv. Always take seriously any complaints of bullying or inappropriate behaviour
 - xv. Set very high expectations
 - xvi. Use rewards/sanctions consistently
 - xvii. Model the types of behaviour that we want to see from you.

- What do we expect from pupils? Staff will expect you to:
 - i. Arrive at school on time
 - ii. Enter your classroom quietly
 - iii. Wear your full school uniform at all times
 - iv. Sit where you asked to sit in your classroom
 - v. Always bring in your homework and reading book every day
 - vi. Follow all of the class rules and do not disrupt the learning of any other person.
 - vii. Follow instructions given without arguing
 - viii. Listen carefully at all times to all adults
 - ix. Put up your hand to speak and do not shout out
 - x. Use appropriate language
 - xi. Listen to other people and work co-operatively
 - xii. Tell the truth and learn from your mistakes
 - xiii. Care for your classroom and all school property
 - xiv. Be a good role model to others
 - xv. Accept responsibility for your actions and choices
 - xvi. Consider the needs of all people in your class
 - xvii. Tell a member of staff immediately if there is a problem of any kind especially if you feel any kind of bullying is taking place.

- What do we expect from parents? To:
 - i. Treat all members of our school community with respect
 - ii. Treat other parents, pupils and visitors to our school with respect
 - iii. Behave responsibly whilst on school premises.
 - iv. Report any incidents of bullying (including cyber-bullying) to school immediately so this can be fully investigated by school.
 - v. Ensure that your child arrives at school on time
 - vi. Ensure that your child is dressed appropriately in full uniform (with suitable footwear) and brings in PE kit.
 - vii. Ensure that your child attends school regularly and that you contact school if your child is unable to attend for any reason or will be late.
 - viii. Encourage your child to achieve the very best in school
 - ix. Support the school's policies, strategies and guidelines for behaviour, working with school staff to help children accept responsibility for their behaviour and actions.
 - x. Inform school of concerns or problems that may affect your child in school.
 - xi. Support the school in the use of rewards and sanctions.

- xii. Take the responsibility for the behaviour of your child.
- xiii. Discuss any concerns with the class teacher/phase leader/head of school in a calm and non-threatening manner.

7. Rewards and sanctions

7.1 List of rewards and sanctions

We regularly celebrate success of all pupils in a variety of ways as this is vital in encouraging a positive ethos and culture in our school. These can include (but are not limited to):

- praise in class
- written praise in books
- sharing and celebrating success during lesson times
- sharing and celebrating success in assemblies
- stickers being awarded
- certificates being awarded
- praise from other members of staff
- praise, stickers and certificates from the Headteacher
- messages home or discussions with parents
- special awards or reward treat activities

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

- A verbal reprimand / warning
- Poor choices
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters, meetings or phone calls home to parents
- Agreeing a behaviour contract

We may use the Behaviour Room in response to serious or persistent breaches of this policy at dinnertimes.

7.2 Off-site behaviour

Teachers/Head teachers have a statutory power to discipline pupils for misbehaving outside of the school premises 'to such extent as is reasonable'. Sanctions may be given for poor behaviour off the school premises which undermines the school expectations and regardless of whether or not this is an activity supervised directly by school staff. The same sanctions and rewards apply as for on-site behaviour.

This may include:

- When the child is taking part in any school organised / related activity
- When the child is travelling to / from school
- When the child is wearing the school uniform
- When the child is in some other way identifiable as a pupil at the school
- When the child's behaviour could have repercussions for the orderly running of the school.
- When the child's behaviour poses a threat to another pupil or member of the public.
- When the child's behaviour could adversely affect the reputation of the school.

7.3 Malicious allegations

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

Please refer to our Dealing with Allegations of Abuse against Staff Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

We believe that as adults and professionals we should confront with skill and not force. Being clear and giving positive feedback will go a long way towards creating a positive climate and encouraging positive behaviour we need to have a range of strategies to discourage and stop unwanted behaviour. We will use our professional judgement to select from the following strategies when appropriate:

- Clear rules where teaching is engaging and stretching all children
- Teaching appropriate behaviour expectations
- 'Assertive I statements' such as I see / I hear / I like / I do not like...
- Rule reminders where the child is asked which rule has been broken
- 'Future focus' looking at what happens next?
- 'Choice direction' which allows the child to decide where the adult goes next in dealing with the situation
 - i. Easy choice to comply with
 - ii. An element of backing down to allow saving face
 - iii. A serious consequence needing to be in place
- Tactical / planned ignoring of a situation and emphasising the good choices being made by another child and then returning to the situation when appropriate
- Non-verbal signals such as eye contact, raising eyebrows, shaking head, frowning...
- Dramatic pause
- Silent signals to a child/group that is seeking attention to give an opportunity to stop the inappropriate behaviour in a non-confrontational manner.

There will be times when these methods will not be sufficient to stop inappropriate behaviour and further steps will need to be taken.

In the classroom

- Verbal warning to be given to a specific child informing them what they are doing that is inappropriate and giving the opportunity to stop this behaviour. Unless the incident is classified as being a serious incident EVERY child must be given a warning prior to any further sanctions being put into place.
- If behaviour continues with no improvement then a poor choice is to be recorded on the class behaviour display. (Although based upon the same system there are age appropriate differences between the displays in each class) and in the class behaviour logs. These files will be monitored regularly by Stage Leaders.
- If three poor choices are recorded then the child is to be sent to partner class for a period of ten minutes. Partner classes will be: Year Six/Five, Year Four/Three, Year Two/One, Reception/ Nursery.

EYFS

Within Nursery and Reception we follow the same staged approach to behaviour as the rest of the school. However, we record level 1 behaviour when a child makes 3 poor choices in one day. The children are given 1 warning for unacceptable behaviour choices before being given 'take 10' – the child will count backwards from 10 (with support if necessary) where they are learning. Should the child continue with unacceptable behaviour choices they will be sent to 'time out' and their name will be moved on the behaviour display. The child will sit, with a timer (between 2 and 5 minutes, depending on the individual child).

Any child who is violent will not be given a warning and will be sent straight to time out (unless agreed on behaviour plans for specific children). The child's name is immediately moved back on the behaviour display once the time out is finished. More serious incidents or more than 3 'time out' sessions in a day would lead to time out in a partner class and may lead to Stage Leader involvement. We work closely with Parents/ Guardians and ensure they are kept up to date in regards to any concerns or celebrations around their child's behaviour choices.

It should be very clear to the child why they have been sent out of their classroom. At this point the child will be asked to complete a 'poor choice' form which encourages the child to reflect and assess their behaviour. After this time they are to return to their own class with the expectation that their behaviour will improve. Forms are given to the child's class teacher, which are stored and monitored in the Behaviour log files on a regular basis by the class teacher and Stage Leader.

Depending upon the nature of the incident that the child has been sent out of the classroom for there may be a need for follow up actions such as:

- Discussion between child and member of staff at play/dinner time
- Sitting in a different place in the classroom
- Isolation within the classroom or another classroom
- Discussion with parents
- Missing of some_time in a reward activity

If a child is sent out of a class on a regular basis then there will be:

- Discussion with a Stage Leader (Year Three to Six – Mrs Finlay, Nursery to Year Two - Miss Key)
- Meeting with parents / carers
- If behaviour does not improve beyond this point there is to be a behaviour contract drawn up outlining the unacceptable behaviour and the expectations for each child to follow with sanctions to be put into place if there is not a significant improvement. This is to be signed by pupil, parent/carer, teacher and Stage Leader.
- Time frame agreed for the improvement in behaviour
- Date agreed for a review meeting

If after returning to class the child's behaviour does not improve then there will be:

- Removal from classroom to partner class until break / dinner / end of day (whichever is next)
- Discussion with a Stage Leader
- Meeting with parents / carers
- Behaviour contract/Behaviour plan could be drawn up outlining the unacceptable behaviour and the expectations for each child to follow with sanctions to be put into place if there is not a significant improvement. This is to be signed by pupil, parent/carer, teacher and Phase Leader. (See example)
- Targets to be given to the child to 'rebuild trust' in the relationship between themselves and school. This may lead to certain sanctions being into place and gradually removed as improvement is consistently identified.
- Time frame agreed for the improvement in behaviour
- Date agreed for a review meeting

If after the creation of a behaviour contract/ positive behaviour plan the child's behaviour does not improve then there will be:

- Referral to Head teacher/Deputy head teacher
- Meeting with parents / carers
- Targets and non-negotiables to be agreed and signed
- Time frame agreed for the improvement in behaviour
- Targets to be given to the child to 'rebuild trust' in the relationship between themselves and school. This may lead to certain sanctions being into place and gradually removed as improvement is consistently identified.
- Date agreed for a review meeting

If there is still no improvement in the child's behaviour then this will lead to either a fixed term or permanent exclusion from school (see definitions below)

Serious Incidents

There will be certain incidents that will occur that will be classed as serious incidents in the classroom and will require an alternative approach that will not follow the 'three chance' rule. It is a teacher's decision as to what classifies a serious incident in their classroom in liaison with the key stage leaders. If an incident is classed as serious then this must be recorded in the behaviour class log file on a 'serious incident form'. These are monitored on a regular basis in liaison with the class teachers and Stage Leaders. This is all communicated back to the Head teacher at all times.

Any such incident will result in:

- Referral to Head teacher/Deputy head teacher
- Creation of Behaviour support plan or) drawn up by Head Teacher/Deputy head teacher in agreement with child, parent/carers, head of school
- Targets and non-negotiable to be agreed and signed
- Time frame agreed for the improvement in behaviour
- Targets to be given to the child to 'rebuild trust' in the relationship between themselves and school. This may lead to certain sanctions being into place and gradually removed as improvement is consistently identified.
- Date agreed for a review meeting
- Ongoing review of behaviour

If there is still no improvement in the child's behaviour then this will lead to either a fixed term or permanent exclusion from school (see definitions below)

Racial Incidents

An incident will be deemed as racial at the discretion of the Head/Deputy Head teacher. If an incident is classed as racial then this must be recorded in the behaviour class log file on a 'racial incident form'. This should also be recorded on Safeguard as an 'incident'.

Outside of the classroom (such as at play / dinner times)

- Verbal warning to be given to a specific child informing them what they are doing that is inappropriate and giving the opportunity to stop this behaviour. It may be appropriate to give a 'time out' to the child either at the wall or inside the school building (behaviour room) ensuring that the child is suitably supervised at all times. Unless the incident is classified as being a serious / critical/ racial incident EVERY child must be given a warning prior to any further sanctions being put into place.
- If behaviour continues with no improvement, then the child shall be removed from the playground for this to be discussed and suitable sanctions put into place
- If appropriate cover is available on the playground to ensure all other children are supervised, then the child should be brought in by the member of staff dealing with the incident. If appropriate cover cannot be maintained, then the radio should be used to ask for another member of staff to come to the playground and cover / remove the child.
- If the incident is not classed as serious/critical/racial this should be referred to the member of staff on 'time out' duty or if not available, then the Class teacher. This will be recorded in the behaviour book and a suitable consequence will be put into place agreed with the child and the member of staff dealing with the incident.
- If a child requires removal from the playground on three separate occasions within a term then this matter will be referred to a Stage Leader and procedures as detailed above for the classroom will be followed.
- If this does not lead to improvement in behaviour then this will be referred to the Head teacher and procedures as detailed above for the classroom will be followed.
- If an incident is felt to be serious / critical/racial (as detailed above) this will be immediately referred to the Head teacher or Deputy Head teacher and procedures will be followed as detailed above for in the classroom.
- Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

8.2 Physical restraint

In order to maintain the safety and welfare of our pupils, it may be sometimes necessary to use reasonable force on a pupil as permitted by law. Any use of restraint by staff will be reasonable, lawful and proportionate to the circumstance of the incident and the seriousness of the behaviour (or the consequence it is intended to prevent). Restraint will only be used where immediately necessary and for the minimum time necessary to prevent a pupil from:

- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour that will not promote good order/discipline at the school or amongst any of its pupils whether in the classroom or elsewhere.

All staff have the right to defend themselves from attack, prevent immediate risk of injury for any child, and prevent a child from inflicting an injury upon another child. Force will **never** be used as a punishment. Certain members of staff have received additional advanced training in how to restrain a child safely (Team Teach) which is renewed on a regular basis.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur incidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.

In all instances where restraint has been required the incident will be recorded and this will be discussed with parents either by phone or in person unless to do so would result in significant harm to the pupil, in which case the incident would be reported to Children's Services.

We recognise that this can be a stressful situation for child and staff alike so we will ensure there is ongoing support in regards to physical consequences, emotional stress / loss of confidence, analysis and reflection

on the situation. There should be a meeting of key people within this situation and behaviour plans for the pupil should be revisited.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

8.4 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.

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

9. 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.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found on SIMS

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body every 12 months. 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 board every three years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: written statement of behaviour principles

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

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

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

Appendix 3: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

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,

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,

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 co-ordinator 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: _____

Detention letter

Dear parent,

I am writing to inform you that _____, has been given a detention on this date
_____ at this time _____.

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

If you need to see me about this matter, 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 name: _____

Parent signature: _____

Date: _____