Primary behaviour policy and statement of behaviour principles

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1.   Aims & Objectives

1.1   This policy aims to:
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- 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

1.2   A crucial aim of this policy is the incorporation of a preventative approach to behaviour management, which focuses on anticipation and intervention strategies that seek to prevent behavioural issues before they arise. This includes fostering strong relationships between pupils and staff, creating engaging and stimulating lessons, and modifying the school environment to minimise distractions. Preventative strategies also involve social skills training and emotional literacy programmes that equip students with the tools necessary to navigate social interactions. The schools PSHE curriculum as well as daily circle time activities are the mechanism for the majority of these strategies to be developed.

1.3   All staff members are adequately trained to recognise and respond effectively to the diverse needs of SEN pupils. This training involves workshops on understanding specific conditions, strategies for de-escalation, and techniques for supporting emotional and behavioural difficulties.

1.4   Restorative approaches are used by the school and aim to repair harm by understanding the impacts of negative behaviour on others rather than solely focusing on punitive measures. The school recognises that involving students in the resolution of conflicts can promote empathy, accountability, and a sense of community.

2.   Legislation and Statutory Requirements

2.1   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
- Keeping Children Safe in Education
- 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.

2.2   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 online

3. Roles and responsibilities

3.1 The Trust

The Trust is responsible for monitoring this behaviour policy's effectiveness and holding the Principal/Head of School to account for its implementation.

3.2 The Principal/Head of School

The Executive Principal & Head of School is responsible for reviewing and approving this behaviour policy. They 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.

3.3 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

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

3.4 Parents

Parents are expected to:
- Support their child in adhering to the expected standard of behaviour as set out in 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

4. Behaviour Curriculum

4.1 Our Behaviour Curriculum is designed to support pupils in becoming responsible citizens who contribute positively to society. This curriculum is a framework that guides the teaching and reinforcement of appropriate behaviours and social skills throughout the school and ensures that pupils have a growing awareness of their actions and the consequences for those actions.

4.2 Our Behaviour Curriculum aims to:
- Promote positive behaviour and attitudes among pupils.
- Teach essential social and emotional skills that support pupils' overall development.
- Encourage respect, empathy, and understanding within the school community.
- Prepare pupils to handle various social situations and challenges both in and out of school.

Key Components

1. *Explicit Teaching of Behavioural Expectations:* Clear and consistent expectations for behaviour are taught to all pupils. These expectations are reinforced through regular lessons, activities, and assemblies.

2. *Social and Emotional Learning:* Our curriculum includes programmes that focus on developing skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

3. *Positive Reinforcement and Recognition*: We use positive reinforcement to acknowledge and reward pupils who demonstrate exemplary behaviour.

4. *Restorative Practices*: Restorative practices are integrated into the curriculum to help pupils understand the impact of their behaviour on others and to promote accountability and conflict resolution.

5. *Character Education*: pupils are taught values such as respect, responsibility, kindness, and good manners.

4.3 By following our Behaviour Curriculum, we aim to create a positive school culture where pupils feel valued, respected, and equipped with the skills they need to succeed both academically and socially.

5. Behaviour management

5.1 The school's behaviour system revolves around a visible going for gold system within each class. Each child starts the day on green. Positive behaviours are celebrated and children can move their name to bronze or silver and eventually gold.

5.2 If throughout the day a child does something that warrants a sanction, they are asked to move their name to yellow, orange or red depending on the nature of the incident. Children can accumulate more than one red in one day.

Number of times on Red	Action	Responsibility
1-6	Notification sent home to parents to sign and return	Class Teacher
3	Class Teacher contacts parents to discuss behaviour and to consider supportive strategies including additional resources to support positive behaviour	Class Teacher
4	Pastoral team contacts parents to discuss what support can be given and meets with the child frequently to discuss their behaviour and any barriers to good behaviour	Class Teacher Pastoral Team
5	A member of the SLT contacts parents to discuss behaviour and possible support	Senior Leader
6	Suspension	Headteacher
Children in Early Years & KS1 start each half-term on a fresh start of 0 reds Children in KS2 start each term on a fresh start of 0 reds		

5.3   Pupils code of conduct
         Pupils are expected to:
● Behave in an orderly and self-controlled way when in school and on school trips
● Show respect to members of staff and each other
● 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 at all times
● Accept sanctions when given
● Refrain from behaving in a way that brings the school into disrepute, including when outside school and wearing the school uniform.

6.   Classroom Management
6.1   All pupils have the opportunity to make positive choices about their behaviour and influence outcomes throughout the day.
6.2   Pupils who are regularly following the rules or, are trying to improve their behaviour, are noticed by adults and recognised in many of the following positive ways:
● Verbal praise
● Raffle tickets
● Stickers when moved to bronze and silver on the behaviour chart
● House points
● Certificates in good work assemblies
● Jobs of responsibility
● A gold star pin for consistent outstanding behaviour, 'Gold Award Children'
● Photo displayed in school to recognise and acknowledge outstanding behaviour, 'Gold Award Children'.

6.3 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

6.4 Every class displays and uses the same behaviour system with a consistent approach from the very youngest children to the oldest in school. The behaviour chart is visual in each classroom.

6.5 Clear routines are put in place at the start of the year by the teacher and are embedded quickly with the children. Our behaviour curriculum is used to ensure that children understand expectations and consequences. Positive approaches to behaviour management are central to how adults manage behaviour within the school.

6.6 Seating plans and table arrangements are carefully considered by the teacher in order to get the best out of the children. Visual timetables are used in every class to enable children to have a clear understanding of the schedule for the day and the expectations throughout. As well as a range of rewards, we also have a range of consequences which help to shape the children's behaviour. We make every effort to ensure that consequences are applied calmly, firmly and consistently. Children are moved from the positive behaviour chart to yellow and orange if they display any of the behaviours which are displayed in each classroom.

6.7 Children are able to move back up the behaviour chart from yellow and orange, if they choose to change their behaviour. However, if a child's name is moved to red, their picture / name remains on red for the whole day. Children can accumulate more than one 'red' in a day.

7. Serious Misconduct Leading to Permanent Exclusion

7.1 The decision to exclude a pupil permanently should only be taken: **in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.**

7.2 This policy is in line with the guidance provided in "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, August 2024."

7.3 Permanent exclusion is the most severe disciplinary action. It is a last resort, and is used only in cases of serious misconduct. The following behaviours may result in a pupil being permanently excluded from school:

- Persistent defiance or refusal to follow instructions from adults, despite multiple interventions.
- Acts of severe bullying or intimidation, including physical, verbal, or cyberbullying, causing significant harm to others.
- Vandalism or deliberate damage to school property, resulting in substantial costs or safety hazards.

- Physical violence or aggression towards other pupils, staff, or visitors, causing serious injury.
- Repeated or serious incidents of inappropriate or disrespectful language towards staff or peers.
- Theft or possession of stolen property, especially if involving significant value or repeated incidents.
- Possession, use, or distribution of prohibited items, such as weapons, illegal drugs, alcohol or any item judged by the Principal/Head of School to be carried with the intention to inflict injury on another individual.
- Engaging in extremely unsafe or reckless behaviour that endangers oneself or others.
- Repeated and serious breaches of the school's mobile phone, uniform, or jewellery policies, despite multiple warnings and interventions.
- Any behaviour that poses an ongoing and significant risk to the safety and well-being of the school community, including deliberate activation of the fire alarm.
- Malicious allegations made with the intent to seriously harm or disrupt, causing substantial impact.
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network

This is not an exhaustive list and the Principal/Head of School may issue a permanent exclusion for misconduct of similar severity to the above examples. For example, for an offence which is not listed but is, in the opinion of the Principal/Head of School, so serious that it will have detrimental effect on the discipline and well-being of the school community.

7.4   When a pupil is permanently excluded, they will receive a letter which outlines the provision for the child and the arrangements for the Local Governing Board to convene a Behaviour Committee to review the Permanent Exclusion. Parents/carers will be invited to attend this review.

8.   Reintegration Meetings
8.1   We prioritise the successful reintegration of pupils who have been suspended or directed to be educated off-site. Upon their return to school, both the pupil and their parents/carers will be invited to a reintegration strategy meeting. The purpose of the meeting is to:
- Offer the pupil a fresh start.
- Help them understand the impact of their behaviour on themselves and others.
- Teach them how to meet the high expectations of behaviour in line with the school culture.
- Foster a renewed sense of belonging within the school community.
- Build engagement with learning.

8.2   Process
    1.   <u>Purpose and Support:</u>
- School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours.
- Previous behaviour is not seen as an obstacle to future success.

    2.   <u>Implementation of Support:</u>
- Following a reintegration meeting, it is likely that additional support will be put into place immediately to support the pupil's transition back to school.

    3.   <u>Parental Engagement:</u>
- Should a parent/carer not be able to attend, then a member of staff will call to rearrange the meeting or conduct the meeting with the pupil.
- We encourage parents/carers to engage in reintegration meetings as suspension is a serious sanction and parental support is crucial for the pupil's successful reintegration.

9.   Physical Restraint and Reasonable Force

9.1   We are committed to ensuring the safety and well-being of all pupils and staff. All school staff have a legal power to use reasonable force. Reasonable force and physical restraint is used only as a last resort and in situations where it is necessary to prevent harm to the pupil themselves, other pupils, staff, or property.
The following guidelines outline our approach to the use of physical restraint:

    1.   <u>When to Use Physical Restraint:</u>
- Physical restraint may be used when a pupil's behaviour poses a significant risk of harm to themselves or others, or when there is a risk of serious damage to property.
- Restraint is employed only when other de-escalation strategies have been attempted and proven ineffective.

    2.   <u>Who Can Use Physical Restraint:</u>
- It is intended that, except in extraordinary circumstances where safety is compromised, only trained staff members who have received appropriate training in the use of physical restraint are authorised to restrain pupils. This ensures that restraint is applied safely and effectively.
- Staff members must follow the approved techniques and guidelines provided during their training.

3. <u>Procedure for Physical Restraint</u>:
   - Staff members should use the minimum amount of force necessary to manage the situation and for the shortest duration possible.
   - Restraint should be carried out with sensitivity, respect, and a focus on de-escalation.
   - The pupil's safety and dignity must be maintained at all times during the restraint.

4. <u>Post-Restraint Actions</u>:
   - Once the situation is under control, the restraint should be released immediately.
   - The pupil should be monitored for any signs of distress or injury, and appropriate medical attention should be provided if necessary.
   - The incident should be recorded on the school's CPOMS (child protection online monitoring system) and linked to the Team Teach hold option. Details of the reasons for the restraint, the methods used, and the duration of the restraint should be recorded.

5. <u>Reporting and Review</u>:
   - Parents or guardians will be informed of the incident as soon as possible.
   - The incident will be reviewed by the school's leadership team to ensure that the use of restraint was appropriate and to identify any additional support needed for the pupil involved.
   - Staff involved in the restraint will receive support and debriefing to address any emotional impact.

6. <u>Training and Professional Development</u>:
   - Staff members authorised to use physical restraint will receive regular training and updates on safe restraint techniques, de-escalation strategies, and relevant legal and policy frameworks.
   - Training will also include understanding the signs of distress and how to respond appropriately to ensure the well-being of all pupils.

10. Searching, Screening and Confiscation

10.1 We are committed to ensuring the safety and well-being of all our pupils and staff. The following section outlines our procedures for searching, screening, and confiscation, in accordance with relevant legislation and statutory guidance.

10.2 <u>Searching</u>

1. *Authority to Search:* School staff have the authority to search pupils for prohibited items if there are reasonable grounds for suspecting that a pupil possesses such items.
2. *Prohibited Items:* Prohibited items include, but are not limited to:
    - Weapons or dangerous items
    - Illegal drugs or substances
    - Alcohol
    - Stolen property
    - Tobacco and vaping products
    - Fireworks
    - Pornographic material
    - Any item that could cause harm or disruption

3. *Conducting Searches*: Searches will be conducted in a respectful and non-intrusive manner, with due regard for the dignity and privacy of the pupil. The extent of the search will be proportionate to the suspected risk.
4. *Parental Notification:* Parents will be informed if their child has been searched and the outcome of the process.

10.3 Screening

1. *Screening Process*: To maintain a safe school environment, we may use screening methods such as metal detectors or other non-intrusive devices. All pupils may be required to undergo screening as a condition of entry to the school premises.

2. *Random Screening*: Random screening may be conducted periodically to ensure compliance with school policies and to deter the possession of prohibited items.

3. *Parental Notification:* Parents will be informed if their child has been selected for screening and the outcome of the process.

10.4 Confiscation

1. *Confiscation of Prohibited Items:* If a prohibited item is found to be in the pupil's possession or found during a search or screening it will be confiscated by the staff member. Confiscated items will be stored securely and may be handed over to the police or disposed of, depending on the nature of the item. We will also confiscate any item which is harmful or detrimental to school discipline.

2. *Return of Confiscated Items:* Items that are not illegal or dangerous may be returned to the pupil or their parents at the end of the school day or at an appropriate time, as determined by the school.

3. *Record Keeping:* A record of all searches and confiscations will be maintained, including details of the pupil involved, the reason for the search, the items found, and any actions taken.

11. Off-site Behaviour

11.1 Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
● Taking part in any school-organised or school-related activity (e.g. school trips)
● Travelling to or from school in school uniform

11.2 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 or member of the public
● Could adversely affect the reputation of the school

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

12. Malicious Allegations

12.1 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 manage these allegations in accordance with the sanctions laid out within this policy.

12.2 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 manage these allegations in accordance with this policy.

12.3 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, 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.

12.4 The school will also consider the pastoral needs of staff and pupils accused of misconduct.

12.5 Please refer to the Trust's child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

13.   Pupil Support & Reasonable Adjustments

13.1   We are committed to ensuring that every pupil can meet our high expectations. To this end, we make reasonable adjustments for pupils, including those with special educational needs and/or disabilities, who may find it challenging to meet these expectations due to their specific needs.

13.2   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.

13.2   Reasonable adjustments are not about lowering our standards. Instead, they involve providing additional support to help these pupils achieve the same high standards that we set for all our pupils. Our goal is to ensure that every pupil has the opportunity to succeed and reach their full potential.

13.3   The SENDCO or Trust Director of SEND and Safeguarding is able to provide advice regarding a pupil who exhibits challenging behaviour to determine whether they have any underlying needs and/or require reasonable adjustments. The final decision, where relevant, as to whether adjustments should be made and what is considered reasonable rests with the Principal/Head of School.

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

13.5   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.

14.   Bullying

14.1   Bullying is defined as the repetitive, intentional harming of one person or group by another person or group.

14.2   Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

14.3   Bullying can include (but is not limited to):

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly or exclusionary, tormenting. Demanding money, material goods or favours by means of threat.

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobia/biphobia ● Transphobia ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention.
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

14.4   A student may indicate by signs or behaviour that he or she is being bullied. These include if the pupil:
● is frightened of walking to or from their school
● doesn't want to go into vulnerable areas of the school e.g. toilets
● is unwilling to go to school
● becomes withdrawn or anxious
● changes to their behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

14.5   <u>Procedures</u>
● Incidents of bullying should be reported to SLT and recorded on CPOMS.
● Parents will be informed and asked to discuss the problem with the school
● If necessary and appropriate, police will be consulted
● The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
● Support will be put in place to educate and help the children demonstrating bullying behaviour to reflect on their actions and the impact.

14.6   <u>Outcomes</u>
● Where possible, the pupils will be reconciled via a restorative approach to ensure that the victim has their voice heard by the bully as well as the bully being able to apologise for their actions.

- The school behaviour policy will be applied
- Involvement of external agencies where applicable
- Monitoring by appropriate adult(s)
- Formal recording
- Peer support / peer mentoring
- Liaison with parent/carer
- Risk assessment for both victim & perpetrator

15. Zero-tolerance Approach to Sexual Harassment and Sexual Violence

15.1 The school will ensure that all incidents of sexual harassment and/or violence are taken extremely seriously and fully investigated, including parents and external agencies if appropriate.

15.2 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

15.3 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.

16. Pupil transition

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

16.2 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.

17. Training

17.1 Our staff are provided with training on managing behaviour, as part of their induction process.

17.2 Behaviour management also forms part of continuing professional development.

18. Linked Policies

18.1 This behaviour policy is linked to the following policies:
- Physical restraint and use of reasonable force
- Child protection and safeguarding
- Anti-bullying
- Suspension and permanent exclusion

19. Complaints Regarding the Use of This Policy

Complaints related to any aspect of this policy should be addressed in accordance with our Complaints Procedure. Copies of the procedure are available on the school's website or can be obtained from the school reception.

In cases where a suspension or permanent exclusion is issued to a pupil, parents have the right to make representations about the suspension or permanent exclusion in line with the legal framework governing the suspension or permanent exclusion. Details regarding this process will be provided in all letters for suspension or permanent exclusion.

Appendix 1 – Class Behaviour Chart

Level		Criteria
Gold **Outstanding!**		Consistent silver behaviour (at least 10 silvers)
		Going 'above and beyond' expectations
		Being a role model
		Showing exemplary behaviour every day
		Being an excellent member of the class
Silver **Amazing!**		Consistent bronze behaviour
		Taking risks when learning
		Constantly challenging yourself
		Shows resilience by not giving up
		Showing other children what 'amazing' looks like
Bronze **A great day!**		Consistent green behaviour
		Being kind and considerate to others
		Working especially hard
		Contributing in all lessons
		Always doing what is asked
Green **Well done**		Listens well
		Follows school rules
		Follows routines and instructions
		Being safe and calm
		Working hard
		Wearing the correct uniform
Yellow **Think about it**		Distracting others from learning
		Not working to the best of our ability
		Not following instructions
		Shouting out in class
		Not following school rules
Orange **Disappointing**		Repeated yellow behaviour
		Calling others unkind names
		Intentionally damaging property
		Being disrespectful or rude
		Leaving class without permission
Red **Serious consequence**		Repeated orange behaviour (3 oranges)
		Swearing
		Hurting others intentionally, verbally or physically
		Intimidating others
		Bullying (including cyber bullying)
		Racial Comments

Appendix 2

Examples of sanctions that warrant moving a child's name on the tracker

Yellow	Distracting behaviour (poking, noises, fiddling with equipment, etc) Pushing in lines Talking over adult / other children Phones in school (not following the agreed policy) Leaving class without permission (drifting) Time wasting / work avoidance Name calling Running in the corridors following a warning Deliberately not wearing the correct school uniform and willing to correct it
Orange	Talking repeatedly in lessons following a warning Talking in assembly following a warning Children in the classroom when they should not be Laughing/smirking/tutting/rolling eyes when staff are speaking/warning Doing something when asked not to Swearing – reported by a child when an adult is reasonably sure it happened. Interrupting teaching by calling out following a warning.

Red	Repeated yellow / orange behaviour
	Refusal to follow reasonable instruction by adult
	Swearing (overheard by an adult)
	Deliberate insolence (ignoring direct instructions from teacher)
	Deliberately antagonising other children
	Homophobic comments
	Racist comments
	Fighting
	Repeated insults/antagonising – potentially bullying
	Violence towards person or object
	Lying about an incident
	Inappropriate material in school (e.g. rude songs/videos on phone, vapes, other banned items)
	Theft
	Disrespect towards adults
	Physical threats

Appendix 3

Parent Notification Form

School:	Class:
Name:	Date:

Your child has moved their name to red on the school behaviour tracker today for the following reasons:	

Parent comments:

Signed Parent:	Signed Teacher:

Your child has had the following number of red behaviour notifications this term

*teachers please circle to indicate

1	2	3	4	5	6

Please return this slip back to school as soon as possible, thank you.

Appendix 4
Reintegration form

Name:		Class / Year:	
Date of suspension:		No. of suspensions YTD:	
Date of reintegration meeting:		Attended by:	

Reason for Suspension

Actions Agreed: What can the student and family do to improve the situation?

Actions Agreed: What can the school do to improve the situation?

Made aware of 15 day (in one term). Governors suspension panel	Y/N
Made aware of the 45 day (in a year) suspension limit. Permanent exclusion is highly likely at this point	Y/N