



ST. GEORGE'S
Church of England
Primary School



St George's Primary School - Behaviour, Conduct, and Anti-Bullying Policy

Approved by:

Full Governing Board

Date: December 2025

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1. Aims

"Be determined and confident as God will be with you", inspiring us to learn, care, and share through work, play, and prayer. – Deuteronomy 31:6

At St George's, our behaviour and anti-bullying policy reflects our commitment to fostering a positive, inclusive environment rooted in Christian values. We aim to support every child in making good choices, developing self-regulation, and contributing to a safe, respectful community. This policy integrates restorative justice, ownership of behaviour choices, intrinsic and extrinsic motivation, and clear behaviour expectations.

Aims and purpose of the policy

Self-discipline is our aim

We seek to develop in each child an acceptance of responsibility for their own actions within and outside our school community. We define and maintain limits for an orderly environment, in which effective learning and teaching can take place.

Emphasis is placed on a positive approach, using encouragement and praise.

If behaviour interferes with the values of the school or the welfare of others then clearly recognisable sanctions are imposed. The hierarchy of sanctions reflects the severity of the misdemeanour, and it is dealt with accordingly at teacher/class/school/parent level.

In the event of misconduct of a more serious nature, parents will be notified, and joint consultation takes place. Following this, parents are kept informed of the progress made by the child. In the unlikely event of a major breach of discipline, the ultimate sanction of exclusion pending action by School Governors/Headteacher/District Education Officer is imposed.

We aim to provide an orderly Christian family in which each child is able to give of their best and in which they are encouraged and stimulated to fulfil their potential in this co-operative venture for the ultimate well-being of the child.

The children are expected to move sensibly around the school in an orderly manner, keeping to the left-hand side of the stairs. Running is not permitted in school.

If discipline problems occur affecting work, children can be made to finish work at playtimes or dinnertimes but must be supervised in the classroom. Children are not permitted to remain unsupervised in class bases at break times or dinnertimes.

2. The Umbrella 3

The Umbrella 3	What this might look like
"Love your neighbour as yourself; and do to others as you'd have them do to you" <u>Mark 12:31</u>	Keep their hands and feet to themselves. Speak, and listen politely to others.
The Lord God took the man and put him in the Garden of Eden to work it and take care of it. <u>Genesis 2:15</u>	Respect other people, their feelings and property. Play sensibly with each other at break and dinnertimes, so that no one feels threatened. Ask permission to re-enter the building at break and dinnertimes.
<i>Make good choices"</i> <u>Deuteronomy 30:19</u>	Follow instructions. Listen to each other. If someone does something to you that you don't like – either ignore it, try to sort it out yourself... calmly, or ask an adult to sort it out for you!

3. 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 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [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:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.

Definitions

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
Ignoring reasonable requests from an adult.

Serious misbehaviour is defined as:

Malicious allegations against staff
Repeated breaches of the school rules/ repeated reported misbehaviour
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 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)

4. Bullying – see appendix 1

5. Roles and responsibilities

5.1 The governing board

Full Governing Board is responsible for:

Reviewing and approving the written statement of behaviour principles (appendix 1)
Reviewing this behaviour policy in conjunction with the headteacher
Monitoring the policy's effectiveness
Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Full Governing Board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 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 promptly (see appendix 3 for a behaviour log)
 - 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

Each year group has five key behaviour choices, designed to help children grow in self-regulation, responsibility, and alignment with the SCARF values: **Safety, Caring, Achievement, Resilience, and Friendship.**

EYFS (Reception):

1. **Safety:** I can choose to keep my hands and feet to myself.
 2. **Caring:** I can choose to use kind words.
 3. **Achievement:** I can choose to try my best at everything I do.
 4. **Resilience:** I can choose to keep trying, even when something is tricky.
 5. **Friendship:** I can choose to share and take turns.
-

Year 1:

1. **Safety:** I can choose to walk safely inside the school building.
 2. **Caring:** I can choose to include others in my games.
 3. **Achievement:** I can choose to listen carefully when others are speaking.
 4. **Resilience:** I can choose to stay calm when things don't go my way.
 5. **Friendship:** I can choose to help my friends when they need support.
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Year 2:

1. **Safety:** I can choose to play safely and sensibly outside.
 2. **Caring:** I can choose to ask for help if I feel upset.
 3. **Achievement:** I can choose to try my best to complete my work.
 4. **Resilience:** I can choose to keep going, even when I feel frustrated.
 5. **Friendship:** I can choose to take turns and let others have a go.
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Year 3:

1. **Safety:** I can choose to respect other people's personal space.
 2. **Caring:** I can choose to use kind and calm words, even when I feel upset.
 3. **Achievement:** I can choose to stay focused on my work and avoid distractions.
 4. **Resilience:** I can choose to try again if I don't succeed the first time.
 5. **Friendship:** I can choose to be a good friend by listening and helping others.
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Year 4:

1. **Safety:** I can choose to play games that are fair and safe for everyone.
 2. **Caring:** I can choose to show patience and wait my turn.
 3. **Achievement:** I can choose to take pride in my work and effort.
 4. **Resilience:** I can choose to stay positive, even when things don't go as planned.
 5. **Friendship:** I can choose to apologise if I have hurt someone.
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Year 5:

1. **Safety:** I can choose to act responsibly to keep myself and others safe.
 2. **Caring:** I can choose to understand and respect other people's feelings and differences.
 3. **Achievement:** I can choose to stay focused on my goals and not give up.
 4. **Resilience:** I can choose to solve problems calmly and ask for help if I need it.
 5. **Friendship:** I can choose to encourage my friends and be supportive.
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Year 6:

1. **Safety:** I can choose to make safe and sensible choices, both online and offline.
2. **Caring:** I can choose to support younger children and set a good example.
3. **Achievement:** I can choose to manage my time well and complete my work to the best of my ability.
4. **Resilience:** I can choose to handle disappointment calmly and try again.
5. **Friendship:** I can choose to ignore unkind words and not retaliate.

6.1 Mobile phones

Y6 Pupils are allowed to bring mobile phones with them on-site, handing them into the class teacher, switched off at the start of the school day

The phones will be returned at the end of the school day

Parental permission will need to be provided if phones are to be brought into school below Y6

School will store mobile phones in an open classroom, and does not accept liability for the loss or damage of any mobile phone.

7. Responding to behaviour

7.1 Responding to good behaviour

We use both intrinsic and extrinsic strategies to promote positive behaviour:

[Intrinsic](#): Praise for effort, growth mindset, and reflective time.

Processing Achievements to Build Resilience and Positive Behaviour

At St George's Primary School, we recognize that acknowledging and processing achievements is fundamental to promoting positive behaviour and attitudes. When children reflect on their accomplishments, they build a sense of self-worth and resilience, equipping them to face future challenges with confidence. The process of internalizing success can reinforce a growth mindset, where effort and perseverance are celebrated as pathways to growth.

Rationale: Processing achievements is not just about celebrating success but about understanding why something went well and how this can be repeated. When children process their achievements, they are more likely to internalize positive experiences, develop a deeper appreciation of their capabilities, and use this as motivation to persevere in other areas. This contributes to emotional resilience, as they learn to focus on what they can do and grow from setbacks.

Age-Specific Strategies and Examples

For Younger Children (EYFS/KS1)

Key Practice: Simple, concrete recognition that links effort to outcome.

Example Conversations:

"You tried so hard to tidy up the toys, and now our room looks amazing! How does that make you feel? What does that say about you?"

"You shared your crayons with a friend. That was so kind of you. What does that say about the kind of friend you are?"

Activities:

Achievement Journals. Using simple drawings or stickers to record daily accomplishments.

Star of the Day option. A special badge or role for children who demonstrate exceptional effort or kindness.

For Middle Years (Year 3/4)

Key Practice: Discussing achievements with more emphasis on the process, feelings, and self-perception.

Example Conversations:

"You worked hard on your spelling words and got most of them right! What did you do that helped you remember them? What does that say about your ability to keep learning?"

"You were really patient when your game didn't go your way. How did you manage to stay calm? What does that say about your strength in handling frustration?"

Activities:

Effort Walls. Displaying children's work that shows progress and effort.

Weekly Reflection Time option. Allowing children to share one thing they are proud of, discussing what it says about them, and how they can use that strength in the future.

For Older Children (Year 5/6)

Key Practice: Encouraging self-reflection and setting personal goals based on past achievements.

Example Conversations:

"You completed that challenging maths problem. What strategies did you use, and how could those help you in the next challenge? What does that say about your problem-solving skills?"

"You stood up for a friend today. How did that make you feel, and why do you think it was the right thing to do? What does that say about your character, and how might that help you achieve even more in the future?"

Activities:

Personal Achievement Logs option: Journaling about accomplishments, how they were achieved, what it says about them, and how they can use those strengths for future goals.

Peer Recognition Circles option: Where children give and receive positive feedback from classmates, linking achievements to personal growth and future aspirations.

Extrinsic: Team points, Rainbow Reward Cards, celebration assemblies, and leadership roles.

REWARDS St Georges

Extrinsic Rewards: Celebrating Success at St. George's

Without doubt, the best way to motivate or congratulate a child is to celebrate their successes. This is the underlying philosophy of our code of conduct at St. George's Church of England Primary School.

Children are allocated a team colour – purple, green, blue, or orange. Our reward system is inspired by our Christian values and promotes positive behaviour through a range of engaging incentives designed to recognize both individual and collective achievements.

Daily Certificates and SCARF Values (FORMERLY Rainbow rewards): To encourage frequent recognition, children can earn daily certificates that highlight the SCARF values (Safety, Caring, Achievement, Resilience, and Friendship). These certificates are worth 2 team points and are sent home each day, providing instant recognition and allowing families to share in the celebration of their child's accomplishments.

The Values Tree and "Leaves" for Christian Values: Children who consistently demonstrate our core Christian values will be awarded "Leaves." When a child receives a leaf they will take it to the office, a text message will be sent home. Leave will be stored in the front office for half term. Upon taking a leaf to the office kids will go and place a sticky leaf on the hall board, which will be cleared each half term. Each leaf is worth 3 team points.

Team Points System: Team points are collected each Thursday, and the winning team is announced during celebration assembly on Friday. This adds an element of excitement and encourages a sense of belonging and healthy competition among pupils.

Out-of-School Achievements: Children are also invited to bring in any certificates or medals they have earned in out-of-school activities. These are celebrated, and processed in class or during collective worship, ensuring that achievements beyond school are valued and recognised.

Staff-Led Rewards and Recognition: The Headteacher, class teachers, and all staff members actively contribute to the reward culture within their classrooms. They use a variety

of stickers, rosettes, and other rewards to celebrate children's work, effort, or actions. At any point, a child or group of children can be sent to the Headteacher to "show off" their work, further reinforcing a sense of pride and accomplishment.

These extrinsic rewards work alongside our efforts to nurture intrinsic motivation, helping children to feel proud of their achievements and inspired to strive for continuous improvement.

7.2 Responding to misbehaviour. If we are expecting children to make good choices, they can expect an adult to be there to help them.

Differentiated Sanctions and Motivational Strategies by Age

Younger Pupils (EYFS/KS1):

- Sanctions:
 - Verbal Reminders: Clear reminders using simple language.
 - 3 warnings – Verbal, name on board, cross next to name. At this point, after a child has a cross next to their name, if a further warning is needed then SLT should be called, and the event CPOMD. The verbal warnings are cleared after every break in FS and Y1, and at lunchtime from year 2 onwards
 - Time Out: A brief, supervised time-out period to reflect on their behaviour/Red tables.
 - Restorative Conversations: Short, guided discussions using visual aids to help them understand the impact of their actions.
- Motivational Strategies:
 - Immediate Praise: Verbal affirmation for good choices, e.g., "Well done for sharing!"
 - Stickers and Reward Charts: Collecting stickers or tokens for positive behaviour.
 - Circle Time Recognition. Highlighting good behaviour during circle time.

Older Pupils (KS2):

- Sanctions:
 - Reflection Tasks: Writing a short account of their behaviour and how they can improve.
 - 3 warnings – Verbal, name on board, cross next to name. At this point, after a child has a cross next to their name, if a further warning is needed then SLT should be called, and the event CPOMD. The verbal warnings are cleared after every break in FS and Y1, and at lunchtime from year 2 onwards
 - Behaviour Contracts: Agreements outlining behaviour expectations and consequences.
 - Time Out: A brief, supervised time-out period to reflect on their behaviour/Red tables.
 - Parent Meetings: Involving parents to create a support plan for consistent behaviour improvement.
- Motivational Strategies:
 - House Points and Certificates: Earning points for their house team and receiving certificates in assemblies.
 - Class Responsibilities: Opportunities to take on roles like line leader or library helper.
 - Positive Phone Calls Home: Informing parents of exceptional behaviour and achievements.

Examples of restorative Justice methods.

For Younger Children (EYFS/KS1)

Scenario: A child pushes another child in the playground.

- Teacher: "I noticed that you pushed your friend. Can you tell me what happened?"
- Child: "I wanted to play on the swing, and they wouldn't move."
- Teacher: "How do you think your friend felt when you pushed them?"
- Child: "Maybe sad or hurt."
- Teacher: "What could you do to help your friend feel better now?"
- Child: "I can say sorry and ask if they want to play together."

The conversation is kept simple, using clear language and gentle prompts to help the child understand the feelings of others and think of ways to make amends.

For Middle Years (Year 3/4)

Scenario: A child excludes another from a group game.

- Teacher: "I heard that someone felt left out of the game today. Can you explain what was going on?"
- Child: "We just wanted to play with our usual friends, and there wasn't enough space."
- Teacher: "I understand you wanted to be with your friends. How do you think it felt for the person who was left out?"
- Child: "Probably lonely or upset."
- Teacher: "Is there a way we can make everyone feel included next time?"
- Child: "Maybe we can make space or find a game everyone can join."
- Teacher: "That sounds like a great idea. Would you be willing to invite them to play tomorrow?"

This conversation encourages the child to reflect on their actions and come up with inclusive solutions, promoting empathy and collaboration.

For Older Children (Year 5/6)

Scenario: A child spreads a rumour about another classmate.

- Teacher: "I've been told that a rumour was shared, and I'd like to hear your side of what happened."
- Child: "I didn't mean to hurt anyone. I just repeated what I heard."
- Teacher: "Let's think about how the person affected might feel hearing those rumours. How do you think it impacted them?"
- Child: "They might feel embarrassed or angry."
- Teacher: "How can we make this right and prevent it from happening again?"
- Child: "I could apologise and tell everyone I made a mistake."
- Teacher: "That's a good start. We can also think about how to be more careful with our words in the future."

7.3 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive 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
 - Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.4 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

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
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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 Confiscation, screening and searching

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 is 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 – e.g. “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 SLT team, 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 isn't worn wholly next to the skin or immediately over underwear (e.g. 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

Strip searches are not approved under this policy.

Screening

The screening of pupils is not approved under this policy.

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 (e.g. 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 (e.g. 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 DHT 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

8. 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.

Malicious allegations against staff are considered serious misbehaviour matters

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

9. Serious sanctions

9.1 Detention

Pupils can be issued with detentions during break or after school during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

9.2 Removal from classrooms (Internal exclusions)

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 which is 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 SLT, and will be removed for a maximum of 10 days.

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 appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate 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

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

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

9.3 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 our exclusions policy for more information

10. Responding to misbehaviour from pupils with SEND

10.1 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 balance their legal duties 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 include the following:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans for allow a pupil with visual or hearing impairment to sit on 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 a separation space (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

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

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

10.3 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.

10.4 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.

11. 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 like:

- Reintegration meetings
- Daily contact with SLT
- A report card with personalised behaviour goals



12. Pupil transition

12.1 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.

12.2 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.

13. Training

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

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 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 SLT and Chair of Governors

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.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). This policy is approved by the Full Governing Body

15. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy

Appendix 1. Bullying appendix

School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

[Related policies- e.g. Equality Policy]

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

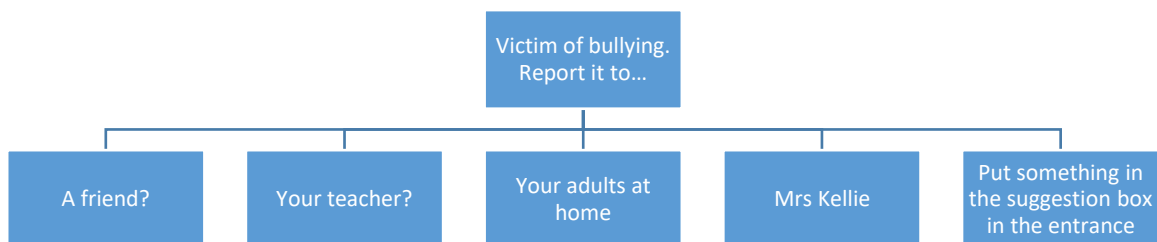
The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

2. Reporting bullying



Reporting- roles and responsibilities

- **Staff: All staff** have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

Senior staff: The Senior Leadership team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- **Parents/carers:** Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.
- **Pupils:** Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on an incident reporting form and also record the incident centrally on the school's CPOMS system.
2. Designated school staff will monitor incident reporting forms and information recorded on CPOMS analysing the results.

3. Designated school staff will produce termly reports summarising the information which the headteacher will report to the governing body
4. Support will be offered to the target of the bullying from the class teacher, SLT, and if needed school therapists or through the use of restorative justice or other programmes.
5. Staff will proactively respond to the bully who may require support from class teacher, SLT, and if needed school therapists or through the use of restorative justice or other programmes.
6. The Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored in school and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

6. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. This is displayed as the big 3 around school, with the philosophy taken from St Matthews Gospel.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Teaching time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Restorative justice systems provide support to targets of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups e.g. through the school council, ethos team, anti-bullying survey.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

8. Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants, chaplains, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

Appendix 2 Enhancing Confidence to Transform Attitude and Behaviour

At St George's Primary School, we understand that a child's confidence is central to their attitude and behaviour. Drawing on the principles of the Thrive Programme, we aim to empower children to take control of their responses, challenge unhelpful thoughts, and build a resilient, positive mindset. Here's how we incorporate these principles:

1. Use the Power Within You

- Children are taught to recognize when they feel powerful or powerless. We encourage them to understand that their feelings are generated from within and that they have the power to shape their emotional responses.
- Strategies:
 - Key Questions: "Am I feeling powerful or powerless?" "How could I change my response to feel more in control?"
 - Activities: Guided visualizations and role-play exercises that promote a sense of self-efficacy.

2. Challenge Unhelpful Thoughts

- We teach children that thoughts are not facts and can be changed to support better behaviour. Unhelpful thoughts are reframed through discussion and self-reflection.
- Strategies:
 - Key Questions: "Is this thought helpful or unhelpful?" "What evidence do I have that this thought is true?"
 - Activities: Journaling exercises to identify and challenge negative thoughts, followed by class discussions.

3. Imagine It Going Right

- Using the power of positive imagination, we help children to visualize successful outcomes rather than dwell on fears. This builds confidence in their ability to handle challenges.
- Strategies:
 - Key Questions: "What if everything went well?" "How would I like to feel in this situation?"
 - Activities: Creative storytelling and drawing to illustrate scenarios where they respond positively.

4. Be Your Own Best Friend

- We teach children to treat themselves with the same kindness and support they would offer a friend. This self-compassion fosters a more positive self-view and reduces negative self-talk.
- Strategies:
 - Key Questions: "Would I say this to a friend?" "How can I be kinder to myself?"
 - Activities: Mirror affirmations and supportive peer feedback sessions.

5. Recognize Your Achievements

- Celebrating small victories helps children to understand their strengths and fosters a growth mindset. We encourage daily reflections on personal successes.

- Strategies:
 - Key Questions: "What have I done well today?" "What does this say about me?"
 - Activities: Creating a "Pride Wall" in classrooms to display achievements.

6. Develop Coping Skills

- Children learn that they can cope with difficult situations by recalling past successes and using self-soothing techniques.
- Strategies:
 - Key Questions: "When have I coped before?" "What can I tell myself to get through this?"
 - Activities: Breathing exercises, mindfulness sessions, and resilience workshops.

Application in Daily School Life

- Interactive Workshops: We hold regular sessions using Thrive cards to engage children in thinking about their beliefs, emotions, and responses.
- Role Modelling: Staff model these strategies daily, demonstrating how to cope and maintain perspective in challenging situations.
- Thrive-Inspired Assemblies: Themes around power, imagination, and self-compassion are woven into school assemblies, reinforcing these skills in a community setting.

Appendix 3: Code Of Conduct Letter to parents

Dear Parents,

During the Autumn Term we review our school policy on behaviour and discipline. The staff has met together on numerous occasions to discuss an agreed policy for a school code of behaviour. All the children were asked to discuss what forms of behaviour were acceptable and were involved in drawing up the code of conduct.

We are anxious that all parents should be aware of the policy and the way that it will operate.

The aim of the assertive discipline is to enable teachers to teach, and children to learn in a calm and ordered environment in which they feel happy and secure. Within this environment, each child is given equal value and opportunity and is expected to grow in maturity and develop a feeling of self-worth and respect for others. Success in life depends to a certain extent on learning to make the right choices and the code of conduct for our school helps every child to make good decisions about behaviour within the school building and outdoor environment.

We enclose the Code of Conduct and Rewards and Consequences for you to keep. Please will you sign the pro-forma as an indication that you have received the Code and will endeavour to support us in its use in school?

Yours sincerely,

Andy Purcell

Headteacher

I have received the Code of Conduct on behalf of _____ in Year _____, and will endeavour to support the school in its work with my child.

Signed.....Parent/Guardian

Appendix 4: letters to parents/carers about pupil behaviour – template

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 after school 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: _____

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: _____

Third behaviour letter

Dear [insert parent/carers 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: _____

Behaviour letter – return slip

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

Name of child: _____

Parent/carers name: _____

Parent/carers 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 incident, 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: _____