

Relationships policy and statement of behaviour principles

St. Osmund's CE Middle School



Approved by: [Name] *draft until February 2019*

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

- 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

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

3. Definitions

At St. Osmund's, we believe that relationships are at the core of everything we do. We want to teach respectful, ready to learn, safe behaviour through everything we do in school.

Our entire community will focus on the DASP values of:

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
- Poor language choices

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying or aggressive behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We have a zero tolerance to bullying in school.

- Parents, teachers and pupils should report incidents of bullying to the Tutor in the first instance. The Year Leader will become involved if necessary.
- The school will investigate allegations of bullying with all parties involved by taking statements from pupils.
- A member of Senior Leadership will become involved if bullying is found to have taken place and an appropriate, restorative sanction will take place (see section 7).
- The Year Leader and Tutor will monitor the pupil who has been bullied and provide ongoing support. Pupils who may be vulnerable to bullying will receive special support and monitoring from the tutor.
- We invest much whole-school effort into education about bullying to prevent any occurrence.
- School staff, including governors, receive training updates to help prevent bullying as part of Safeguarding training. Handling peer to peer abuse was a particular aspect of recent training.

5. Roles and responsibilities

5.1 The governing board

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

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

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

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents, detentions and stage letters on SIMS and using the Behaviour Log (Appendix 2) for any more serious incidents that need SLT investigation and support (the Behaviour Log will always be shared with parents)

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

5.4 Parents

Parents are expected to:

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

6. Pupil code of conduct

Our pupils are expected to be respectful, ready to learn and safe. This means that pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to all staff and each other
- In class, make it possible for all pupils to learn
- Put best efforts into engaging and learning in class
- 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
- Follow any instruction given by a member of staff

7. Rewards and sanctions

In order to develop positive relationships that are centred around two-way respect, we will focus on positive reinforcement of good behaviour for learning and restorative sanctions when there has been a problem.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise (public or private as appropriate for the pupil)
- Merits – to be awarded for the students on the Recognition Board and for any other reason at staff discretion. Must be linked to learning or great progress in work. Merits are recorded in the Home Link Book. 10 merits = bronze certificate, 20 merits = silver certificate, 30 merits = gold certificate (cumulative), all awarded in Achievement Assembly with governors and parents attending. Tutors to monitor and total merits each half term, logging on SIMS the certificate and date e.g. bronze certificate Feb '19. Wipe clean each half term.
- TICs – awarded for kindness, going above and beyond. *6 House System, each tutor group belongs to one house, House Captain elected from Y8 (Staff House Leader required too, for competition). Winning House wears home clothes on the last day of each term. (FOR FUTURE CONSIDERATION – for now we will continue as we are with TICs)*
- Achievement Assembly lead by Year Leader each Half term. Member of SLT to attend and give out certificates. To invite parents and governors in for.
- Postcards (Year Leader) to reward exceptional effort in learning (ATL) plus other things.
- Certificates (Headteacher) for exceptional things gained by a visit and a chat.
- Postcards/certificates (Subject Leader) to reward exceptional effort in subject.
- Half termly Hot Chocolate with the Headteacher for exceptional effort.
- Phone calls home to parents.
- Special responsibilities/privileges.
- DASP Citizen award.

The school will never use whole class punishment. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder
- Sending the pupil out of the class for a 5 minute thinking time – log on SIMS (re-set each term)
- Expecting work to be completed at home, or at break or lunchtime - log on SIMS (re-set each term)
- Detention at break or lunchtime, or after school – recorded on SIMS (re-set each term). In the first instance the detention will be with the class teacher. This may then progress to the Subject Leader or another member of senior staff depending on circumstances.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents following the four stages of behaviour warnings
- Agreeing a behaviour contract (see Appendix)
- Putting a pupil 'on report' at any stage (to focus and support the child) to allow a lesson-by-lesson focus and effort. This could be a 'subject report' in one area of the curriculum and be managed by the Subject Leader and will be logged on SIMS.

See appendices 3 and 4 for sample letters to parents about their child's behaviour.

We may use deployment to a Senior Leader's office in response to serious or persistent breaches of this policy. Pupils will be expected to complete the same work as they would in class, in isolation from their peers.

Pupils who do not attend a given detention are also referred to Senior Leadership who will enforce the sanction.

Mr Beet is the Senior Leader who is responsible for behaviour.

7.2 Off-site behaviour

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

7.3 Malicious allegations

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

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

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

8. Behaviour management

We operate a calm and positive approach to behavioural management at all times. We insist upon pupils being ready to learn in every classroom. We insist upon pupils being respectful and safe in all lessons and at all times within the school day, on or off site.

Simple and firm instructions will be given in few words. Wait time will be given. Staff will exercise a lack of escalation in their response, e.g. 'Go to your lesson now', 'You need to ...' and 'I am here to help you...'

SLT will be called for non-compliance and parents will be notified. Sanctions applied will be relative to the wider picture for that child and their needs. There will be a personalised response.

Tutors will lead on individual students, collating the wider picture of behaviour and behavioural needs, liaison with home and individual support strategies. Tutors are the first port of call to settle a student daily and to build the anchor relationship of significant adult for all tutees. Teachers will notify tutors of concerns about behaviour as they arise, by email and copying in the Year Leader.

Year Leaders will support or take on cases which need to be escalated. SLT will support with any more challenging and ongoing behavioural issues. Tutors and Year Leaders will send monitoring letters home, communicating the stages of behaviour in liaison with tutors (see appendices).

Our Learning Mentor will lead on identified children in conjunction with the tutor. The LM will liaise with the tutor and put together special support for those children which will be communicated to all staff. These children will have a differentiated response to their behaviour with therapeutic intervention to address their behavioural needs.

8.1 Classroom management Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This will be monitored and supported by learning walks and observations.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct
- Develop a positive relationship with pupils, including:
 - Greeting student in the morning/at the start of every lesson
 - Smiling at every student on entry
 - Helping all students to enter the room well
 - Establishing clear routines including being ready to learn
 - Using a recognition list of names (of those pupils who will receive a reward) on the board
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - De-escalation of any heightened situations
 - Addressing the primary behaviour and ignoring the secondary behaviour (eye-rolling, arms-folded, tutting etc.)
 - Deploying tactical ignoring
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

- Providing a commentary on positive behaviour
- Catching them being good at every opportunity
- Always talking to and about pupils in a positive and professional manner (in all forums including on email)
- Recognising a differentiated approach to some pupils' behaviour (small steps at times)
- Supporting every pupil to be ready to learn with whatever it takes
- Being the role model for behaviour at all times
- Following a PSP (Pastoral Support Plan)

8.2 Physical restraint

Placing hands on a pupil is always to be avoided. If physical contact will help to guide a pupil out of a situation, we operate a sideways body, open L-shaped hand approach to gently guide.

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

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

8.3 Confiscation

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

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

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

8.4 Pupil support

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

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

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the PSP (Pastoral Support Plan) and review it on a regular basis for any child at stage 3 behaviour.

9. Pupil transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

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

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Full Governing Body every year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Wellbeing and Mental Health Policy

Appendix 1: written statement of behaviour principles

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

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

Appendix 2: behaviour log

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

Appendix 3: letters to parents about pupil behaviour – templates

GOING ON to stage 1

Date

Dear Parent/Carer/Guardian,

Re: Increasing your child's Behaviour Stage and support

At St. Osmund's, we expect our students to consistently show excellent behaviour. This builds a strong sense of community in and around the school and, more importantly, it promotes a positive learning environment in which your child can learn and succeed.

I am writing to inform you that your child's behaviour is causing us concern. From monitoring **xxx's** behaviour our biggest concern in their behaviour is **xxx**.

We use a series of Behaviour Stages to monitor and support our students of concern. Each Behaviour Stage requires the student to report to a specific teacher until they are able to demonstrate that their behaviour has improved over time. If their behaviour does not improve and causes us greater concern they could move up to a higher stage. The Behaviour Stages and the teachers linked to each stage are outlined below:

Behaviour Stage	Student report's to:
4	Headteacher
3	Assistant Headteacher Mr Beet
2	Year Leader
1	Tutor

**Your child is now on
Behaviour Stage 1**

If you would like specific details of the reasons for your child being placed on Behaviour Stage 1 please contact their Tutor. This decision and the support offered to your child means we will be closely monitoring their behaviour and it will be reviewed after a period of six school weeks. We will then be in contact again to inform you of any changes in your child's behaviour provision. Our ambition is for your child to show excellent behaviour so that they can be removed from the Behaviour Stages.

Kind regards,

Tutor

Tutor name:

Tutor signature:

Date: _____

Behaviour letter – return slip

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

Name of child:

Parent name:

Parent signature:

Date: _____

Second behaviour letter

GOING UP stage 1 to 2

Date

Dear Parent/Carer/Guardian,

Re: Increasing your child's Behaviour Stage and support

At St. Osmund's, we expect our students to consistently show excellent behaviour. This builds a strong sense of community in and around the school and, more importantly, it promotes a positive learning environment in which your child can learn and succeed.

I am writing to inform you that your child's behaviour is causing us concern. From monitoring **xxx**'s behaviour our biggest concern in their behaviour is **xxx**.

We use a series of Behaviour Stages to monitor and support our students of concern. Each Behaviour Stage requires the student to report to a specific teacher until they are able to demonstrate that their behaviour has improved over time. If their behaviour does not improve and causes us greater concern, they could move up to a higher stage. The Behaviour Stages and the teachers linked to each stage are outlined below:

**Your child is now on
Behaviour Stage 2**

Behaviour Stage	Student report's to:
4	Headteacher
3	Assistant Headteacher Mr Beet
2	Year Leader
1	Tutor

Your child's behaviour is now causing us a good deal of concern. As such it is important that we meet with you to discuss our concerns and the support we can offer to try to change their behaviour for the better; this will enable the school to form a joint action plan to support improving your child's behaviour, in partnership with you. This decision and the support offered to your child means we will be closely monitoring their behaviour and it will be reviewed after a period of six school weeks. Our ambition is for your child to show excellent behaviour so that they can be removed from the Behaviour Stages.

Please attend the meeting scheduled for the following date:

Date	Time	Year Leader/other staff

Please sign in at Main Reception on arrival. If you are not able to attend this meeting please contact the office to arrange another date/time. It is essential that you meet us in school on this matter.

Kind regards,

Year Leader

Third behaviour letter

GOING UP stage 2 to 3

Date

Dear Parent/Carer/Guardian,

Re: Increasing your child's Behaviour Stage and support

At St. Osmund's, we expect our students to consistently show excellent behaviour. This builds a strong sense of community in and around the school and, more importantly, it promotes a positive learning environment in which your child can learn and succeed.

I am writing to inform you that your child's behaviour is causing us concern. From monitoring **xxx**'s behaviour our biggest concern in their behaviour is **xxx**.

We use a series of Behaviour Stages to monitor and support our students of concern. Each Behaviour Stage requires the student to report to a specific teacher until they are able to demonstrate that their behaviour has improved over time. If their behaviour does not improve and causes us greater concern they could move up to a higher stage. The Behaviour Stages and the teachers linked to each stage are outlined below:

**Your child is now on
Behaviour Stage 3**

Behaviour Stage	Student report's to:
4	Headteacher
3	Assistant Headteacher Mr Beet
2	Year Leader
1	Tutor

Your child's behaviour is now causing us a great deal of concern. As such it is important that we meet with you to discuss our concerns and the support we can offer to try to change their behaviour for the better; this will enable the school to form a joint action plan to support improving your child's behaviour, in partnership with you. We will be monitoring your child's behaviour closely for six weeks and having a Pastoral Support Plan (PSP) in place. Please attend the meeting scheduled for the following date:

Date	Time	Deputy Headteacher

Please sign in at Main Reception on arrival. If you are not able to attend this meeting please contact your child's Year Office to arrange another date/time. It is essential that you meet us in school on this matter.

Kind regards,

Mr S Beet

Fourth Behaviour Letter

GOING UP stage 3 to 4

Date

Dear Parent/Carer/Guardian,

Re: Increasing your child’s Behaviour Stage and support

At St. Osmund’s, we expect our students to consistently show excellent behaviour. This builds a strong sense of community in and around the school and, more importantly, it promotes a positive learning environment in which your child can learn and succeed.

I am writing to inform you that your child’s behaviour is causing us concern. From monitoring **xxx**’s behaviour our biggest concern in their behaviour is **xxx**.

We use a series of Behaviour Stages to monitor and support our students of concern. Each Behaviour Stage requires the student to report to a specific teacher until they are able to demonstrate that their behaviour has improved over time. The Behaviour Stages and the teachers linked to each stage are outlined below:

**Your child is now on
Behaviour Stage 4**

Behaviour Stage	Student report’s to:
4	Headteacher
3	Assistant Headteacher
2	Year Leader
1	Tutor

Your child’s behaviour is now causing us a great deal of concern. As such it is important that we meet with you to discuss our concerns and the support we can offer to try to change their behaviour for the better; this will enable the school to form a joint action plan to support improving your child’s behaviour, in partnership with you. We will be monitoring your child’s behaviour closely for six weeks. Please attend the meeting scheduled for the following date:

Date	Time	Meeting with Headteacher
		Mrs Sawtell

Please sign in at Main Reception on arrival. If you are not able to attend this meeting please contact the office to arrange another date/time. It is essential that you meet us in school on this matter.

Kind regards,

Mrs S Sawtell

Appendix 4 - letters to parents about pupil behaviour – templates

GOING DOWN Stage 4 to 3

Date

Dear Parent/Carer/Guardian,

Re: Changing your child's Behaviour Stage

At St. Osmund's, we expect our students to consistently show excellent behaviour. This builds a strong sense of community in and around the school and, more importantly, it promotes a positive learning environment in which your child can learn and succeed.

I am pleased to inform you that your child's behaviour is improving. From monitoring **xxx**'s behaviour over the last six weeks we have seen they are addressing our areas of concern. Well done and please encourage them to keep this up!

We use a series of Behaviour Stages to monitor and support our students of concern. Your child is now moving down from Behaviour Stage 4 to Behaviour Stage 3:

**Your child is now on
Behaviour Stage 3**

Behaviour Stage	Student report's to:
4	Headteacher
3	Assistant Headteacher
2	Year Leader
1	Tutor

Behaviour Stage 3 means that your child's behaviour is still causing us a good deal of concern. Your child will continue to be closely monitored by Mr Beet, Assistant Head. In six weeks' time this Behaviour Stage will be reviewed again. Our hope is that your child will continue to show their current improvement in their behaviour so that they can once again be moved down a Behaviour Stage.

Kind regards,

GOING DOWN stage 3 to 2

Date

Dear Parent/Carer/Guardian,

Re: Changing your child's Behaviour Stage

At St. Osmund's, we expect our students to consistently show excellent behaviour. This builds a strong sense of community in and around the school and, more importantly, it promotes a positive learning environment in which your child can learn and succeed.

I am pleased to inform you that your child's behaviour is improving. From monitoring **xxx's** behaviour over the last six weeks we have seen they are addressing our areas of concern. Well done and please encourage them to keep this up!

You will be aware that we use a series of Behaviour Stages to monitor and support our students of concern. Your child is now moving down from Behaviour Stage 3 to Behaviour Stage 2:

Behaviour Stage	Student report's to:
4	Headteacher
3	Assistant Headteacher
2	Year Leader
1	Tutor

Your child is now on Behaviour Stage 2

Behaviour Stage 2 means that your child's behaviour is still causing us a large degree of concern. Your child will continue to be closely monitored by XXX, Year Leader. In six weeks' time this Behaviour Stage will be reviewed again. Our hope is that your child will continue to show their current improvement in their behaviour so that they can once again be moved down a Behaviour Stage.

Kind regards,

GOING DOWN stage 2 to 1

Date

Dear Parent/Carer/Guardian,

Re: Changing your child's Behaviour Stage

At St. Osmund's, we expect our students to consistently show excellent behaviour. This builds a strong sense of community in and around the school and, more importantly, it promotes a positive learning environment in which your child can learn and succeed.

I am pleased to inform you that your child's behaviour is improving. From monitoring **xxx's** behaviour over the last six weeks we have seen they are addressing our areas of concern. Well done and please encourage them to keep this up!

You will be aware that we use a series of Behaviour Stages to monitor and support our students of concern. Your child is now moving down from Behaviour Stage 2 to Behaviour Stage 1:

**Your child is now on
Behaviour Stage 1**

Behaviour Stage	Student report's to:
4	Headteacher
3	Assistant Headteacher
2	Year Leader
1	Tutor

Behaviour Stage 1 means that your child's behaviour is still causing us some concern. Your child will continue to be closely monitored by their Form Tutor. In six weeks' time this Behaviour Stage will be reviewed again. Our hope is that your child will continue to show their current improvement in their behaviour so that they can be removed from the Behaviour Stage system completely. That would be great! It would be a clear signal that their behaviour is excellent and meets our school expectations.

Kind regards,

GOING DOWN stage 1 to OFF

Date

Dear Parent/Carer/Guardian,

Re: Changing your child's Behaviour Stage

At St. Osmund's, we expect our students to consistently show excellent behaviour. This builds a strong sense of community in and around the school and, more importantly, it promotes a positive learning environment in which your child can learn and succeed.

I am delighted to inform you that your child's behaviour is improving. From monitoring **xxx**'s behaviour over the last six weeks we have seen they are addressing our areas of concern. Well done and please encourage them to keep this up!

You will be aware that we use a series of Behaviour Stages to monitor and support our students of concern. Your child is now removed from our Behaviour Stage system completely. This is wonderful news! It is a clear signal that their behaviour is consistently good and meets our school expectations.

If you wish to discuss this further please contact your child's Form Tutor.

Kind regards,

Appendix 5
Detention letter

Dear parent,

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

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

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

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

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Appendix 6

Behaviour Contract

Date:

Contract for:.....

The student should comply with teachers' instructions at all times, and behave in a manner appropriate for St Osmund's. If behaviour falls below this expectation, the following should be followed, if behaviour fails to improve after each level, move to the next level.

1. Warning
2. Detention (RECORD ON SIMS)
3. Removal from classroom, Mr Randall/SLT (RECORD ON SIMS)
 - a. Return to classroom and carry on with work (Detention still stands)
 - i. If further removal required
4. Short Internal Isolation for two lessons, including lunchtime (if lesson 5, then carried over to next day) (RECORD ON SIMS)

If two or more short internal isolations per week, then

1. 1 full day internal isolation (RECORD ON SIMS)
2. 1 day fixed term exclusion (RECORD ON SIMS)

Failure to accept any of the above consequences will result in moving to the next stage up on the behaviour system.

While behaviour is consistently below an acceptable level, no extra-curricular activities will be undertaken by the pupil.

This contract will be reviewed after six weeks by:.....

Student signature:

Review: