



Grace Cook Primary School
Positive Behaviour Policy 2025/26

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| Written by: | Mrs. L. Mayes | Role: | Headteacher |
| Approved by: | Local Governing Committee | Date: | 20.10.25 Updated 1 st April 2026 |
| Next review due: | October 2026 | | |

School Values

At Grace Cook Primary School and Nursery, we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with members of staff and a belonging to the whole school community.

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school can live and work together in a productive and positive way. It aims to promote an environment where everyone in school feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with children, enabling pupils to feel safe. Equally, our staff are approachable and there to help and support our children to understand this.

It is also recognised that for some children and young people, variance on these processes will be made to meet any specific social, emotional, learning or other needs, which require a personalised approach.

The school expects:

At Grace Cook, we have high expectations for our children and while we recognise that some children and young people have specific needs that require reasonable adjustments, these expectations cover all times of the day and when children are representing the school either off site or out of hours.

At Grace Cook we:

- Encourage a sense of respect for our community and our environment
- Believe that clear, consistent routines and systems are essential to supporting children's development and ensure the health, safety and wellbeing of everyone in our school community.
- Foster a community where everyone feels happy, safe, and able to learn effectively.
- Recognise and reward positive learning behaviours.
- Encourage and motivate all pupils to reach their potential.
- Apply this policy consistently and fairly.
- Ensure that all children understand the school rules.

- Teach British values, positive attitudes, and key life skills through PSHE and the wider curriculum to promote responsible behaviour, self-discipline, and respect for self, others, and the world around us.

It is also important to remember that the behaviour of our children in school is everyone's responsibility, it is everyone's responsibility to remind and support children and young people of the expectations in the behaviour policy, home school agreement and pupil code of conduct where these expectations are not being met. Equality is important to act and respond positively when they are. All staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up including assemblies
- Moving around the school
- Break and Lunchtimes

Rules and procedures should:

- Be kept to a necessary minimum.
- Be positively stated, telling the children what to do rather than what not to do.
- Actively encouraging everyone involved to take part in their development.
- Have a clear rationale, made explicit to all children, staff and parents.
- Be consistently applied and enforced.
- Promote the idea that every member of the school has responsibilities towards the whole school.

Our School Rules:

Our school rules have been designed so that all children from Nursery to Year 6 can remember them and understand them.

Our school rules are referred to as 'The 3 B's':

Be Ready
Be Respectful
Be Safe

School rules and procedures should be taught explicitly to each child and time taken by each class teacher to explain them in full at the start of each academic year and

at regular occasions thereafter. School rules are displayed prominently in each classroom and throughout the school.

How does Grace Cook promote the positive management of behaviour?

At Grace Cook, we use a range of approaches to promote and support positive behaviour in children. Our policy is underpinned by the Zones of Regulation, a framework that develops emotional literacy, and is delivered through the Jigsaw programme within our PSHE curriculum. The explicit teaching in Jigsaw equips pupils with the self-awareness, social skills, and emotional resilience they need to manage their behaviour in a positive and constructive way.

Understanding the Zones of Regulation

The Zones of Regulation provide a common language for pupils and staff to describe emotional states and energy levels.

- **Blue Zone:** Low-energy states (sad, tired, sick, or bored).
- **Green Zone:** Optimal state for learning (happy, calm, focused, and ready to learn).
- **Yellow Zone:** Heightened alertness (frustrated, anxious, excited, or silly).
- **Red Zone:** Extremely heightened states (anger, terror, or physical outbursts).

Mindfulness techniques, such as the 'Calm Me' time used in Jigsaw lessons, support pupils in recognising and regulating their emotions to return to the Green Zone.

In class and whole school assemblies our learning behaviours encourage the children to be Grace Cook STARS by ensuring everyone is focused and respectful when others are talking.

How to be a Grace Cook STAR...

- Sit up
- Track the speaker
- Ask and answer questions
- Respect others around you



Our Expectations

We understand that our values require the presence of positive relationships. Staff and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance. At Grace Cook Primary School and Nursery, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. All adults within the school environment have a duty to provide positive role models in all areas of behaviour, including visitors to the school. All adults in the school share these 5 Pillars of Practice:

1. Consistent, calm adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative follow up.

Consistent Approaches to classroom Management

At Grace Cook we believe that consistency is key to ensuring good behaviour both in class and around the school grounds. These consistencies are recorded in The Grace Cook Behaviour Charter.

The Charter is displayed in all classrooms and around the school to remind children and staff of *'this is how we do it at Grace Cook'*. The charter reminds all members of the school community of visible adult consistencies, rules and behaviours that are expected at Grace Cook:

- Meet and greet at the classroom door
- Fantastic walking around the school
- Hands up for silence

See Appendix C- Behaviour Charter

Recognition and rewards for effort

In the charter we recognise and reward learners who go *'over and above'* our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Wherever possible, pupils will be encouraged to behave appropriately through consistent, of the week are meaningful positive recognition:

Our rewards system focuses on positive reinforcement to celebrate and motivate pupils who demonstrate excellent behaviour and uphold our school values.

Verbal Praise and Encouragement: Regular, descriptive verbal praise is the most immediate and effective reward, helping pupils feel valued.

Positive Recognition: This can include being placed in the 'recognition ring' displaying work, and celebration in whole-school assemblies.

Reward Systems: We use a system of rewards (e.g., Dojo points, certificates, special mentions) to recognise individual effort and exemplary conduct.

Delivering sanctions with dignity

Engagement with learning is always the primary aim. For many learners, a gentle reminder or nudge in the right direction is all that is needed. *Behaviour management begins at classroom level with a positive and proactive approach.*

This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings
- However, pupils who continue to make poor choices must take responsibility for their actions. Staff will make it clear to the child in what way they have not behaved showing the Grace Cook expectations and link sanctions to it calmly. It is in nobody's interest to confront task with an activity set, poor behaviour with anger. Adults are expected to deescalate skilfully following the steps outlined below:

Step 1. Redirection

Nonverbal intervention

Gentle encouragement, a 'nudge' in the right direction, small act of kindness. This can be nonverbal, such as a look or pointing at a book.

This would be used if a child has lost focus, is talking to peers or not on task with an activity.

Step 2. Rule Reminder

Positive group correction

A reminder of the expectations **Be Ready, Be Respectful, Be Safe** delivered privately wherever possible. Repeat reminders if necessary. Deescalate and deaccelerate where reasonable and possible and take the initiative to keep things at this stage.

This would be used if a child is talking over an adult, not listening to instructions, disturbing others learning e.g. tapping a pencil.

Step 3. Caution

Individual correction

A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

This would be used if you have reminded the children of the expectations and they continue to display poor behaviour.

Step 4. Time Out

Private individual correction

Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

This would be used if you have followed previous steps, but the child continues to display unwanted behaviour.

Step 5. Internal referral

At this point the learner will be referred internally to another room (usually a class in the same key stage) where they will complete their work for the remainder of the lesson.

Step 6. Restorative

A restorative meeting between the adult, usually the class teacher, and child should take place before the next lesson.

Step 7. Partnership

The partnership stage will be implemented where there is continued cause for concern. Learners will have their behaviour monitored to show progress towards agreed targets. A meeting will be held with the parent, class teacher and member of SLT to discuss next steps.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, but they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, **we use seven questions:**

- What happened?
- What were you thinking at the time?
- What behaviours do you need to show next time?
- Who has been affected? How does this make you feel?
- What can we do to make things right? (What should happen next?)
- What do you think should be the consequences?

Using this approach, children can reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of a verbal apology, a written apology, a picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., tidy up the resources, clean up the mess. Where this is not possible a close alternative should be used.

At our school the staff work with the children to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved,

which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

We encourage children to enjoy all the social aspects of school. Where a child is struggling on the playground at movement break or lunchtimes, short term alternative arrangements will be made for them during these times until we feel they are ready to socialise with their peers.

Inappropriate and offensive language

In the event of a child using inappropriate or offensive language, including swear words, phrases which make reference to sexual acts, racist or homophobic insults:

- **First concern**
Warning given by a staff member. Parent informed via telephone call at the end of the school day by the class teacher. Communication recorded on Arbor.
- **Second concern**
Child misses play / lunchtime with a member of SLT. Parent informed via email sent through Arbor.
- **Third concern**
Meeting to take place with the class teacher. Parent informed via email sent through Arbor.
- If behaviour continues the pupil will be suspended and parents / carers will be invited to attend a **meeting with the headteacher**.
- Continued concerns following a suspension may lead to a **permanent exclusion**.

Unkind behaviour in the Playground

In the event of a child using aggressive behaviour towards another child or adult, including hitting, threatening, spitting, fighting, throwing objects:

- **First concern**
Warning given by a staff member. Parent informed via telephone call at the end of the school day by the class teacher. Communication recorded on Arbor.
- **Second concern**
Child misses play / lunchtime with a member of SLT. Parent informed via email sent through Arbor.
- **Third concern**
Meeting to take place with the class teacher. Parent informed via email sent through Arbor.
- If behaviour continues the pupil will be suspended and parents / carers will be invited to attend a **meeting with the headteacher**.
- Continued concerns following a suspension may lead to a **permanent exclusion**.

Dangerous behaviour in the Playground

In the event of a child using aggressive behaviour towards another child or adult, including hitting, threatening, spitting, fighting, throwing objects:

- **First concern**
Warning given by a staff member. Parent informed via telephone call at the end of the school day by the class teacher. Communication recorded on Arbor.
- **Second concern**
Child misses play / lunchtime with a member of SLT. Parent informed via email sent through Arbor.
- **Third concern**
Meeting to take place with the class teacher. Parent informed via email sent through Arbor.
- If behaviour continues the pupil will be suspended and parents / carers will be invited to attend a **meeting with the headteacher**.
- Continued concerns following a suspension may lead to a **permanent exclusion**.

Persistent Low- Level Disruptive Behaviour

In the event of a child continuously disrupting other children's learning and refusing to follow instructions.

- **First concern**
Warning given by a staff member. Parent informed via telephone call at the end of the school day by the class teacher. Communication recorded on Arbor.
- **Second concern**
Child misses play / lunchtime with a member of SLT. Parent informed via email sent through Arbor.
- **Third concern**
Meeting to take place with the class teacher. Parent informed via email sent through Arbor.
- If behaviour continues the pupil will be suspended and parents / carers will be invited to attend a **meeting with the headteacher**.
- Continued concerns following a suspension may lead to a **permanent exclusion**.

Disrespectful behaviour towards adults

In the event of a child using aggressive behaviour towards another child or adult, including hitting, threatening, spitting, fighting, throwing objects:

- **First concern**
Warning given by a staff member. Parent informed via telephone call at the end of the school day by the class teacher. Communication recorded on Arbor.

- **Second concern**
Child misses play / lunchtime with a member of SLT. Parent informed via email sent through Arbor.
- **Third concern**
Meeting to take place with the class teacher. Parent informed via email sent through Arbor.
- If behaviour continues the pupil will be suspended and parents / carers will be invited to attend a **meeting with the headteacher**.
- Continued concerns following a suspension may lead to a **permanent exclusion**.

Dealing with Extreme Behaviour

There are rare occasions when a teacher, HLTA or teaching assistant needs immediate support when dealing with a child. In these cases, this may mean the removal of a pupil from the classroom or the class removed to a safe area, to ensure the safety of the pupils, staff and the pupil themselves. In these situations, de-escalation of the situation is the most important factor. Staff are non-confrontational but proactive.

Incidences of extreme behaviour will always be managed in a very calm but assertive manner. If necessary, the pupil will be asked to leave the classroom. If they refuse, the adult providing support can make an immediate assessment of the situation and can remove the rest of the class safely to another space. SLT will be informed.

Internal Exclusion

Internal exclusions will be given for either half a day or a whole day. Wherever possible when a pupil is given a half-day exclusion it will take place in the afternoon to avoid the pupil missing any of the core curriculum. When completing an internal exclusion, the pupil will do so in another classroom designated by SLT. These internal exclusions will be recorded by the Headteacher/Assistant Headteacher and parents/carers will be informed by a member of SLT.

Suspension or Permanent Exclusions from School

Where there has been a significant breach of the school's behaviour policy, a suspension will be considered. This includes circumstances where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils in school. The length of the fixed-term exclusion will be between ½ day and 15 days. The period of exclusion will depend upon the severity of the breach and any previous history of internal or fixed-term exclusion.

The school will provide work for the excluded pupil during this period. Once the period of exclusion has elapsed, a reintegration meeting will take place involving the Headteacher or Assistant Headteacher and the pupil and parent/carer(s) to establish expectations of behaviour upon the pupil's return to school. Only the Headteacher can give a fixed-term exclusion. These exclusions will be monitored by the

Headteacher, and all exclusions are reported to the Local Authority via the school's electronic registration system.

In rare cases where a pupil's behaviour has seriously or persistently breached the school's behaviour policy a permanent exclusion will be made. This decision to permanently exclude a pupil is not taken lightly and can only be made by the Headteacher. Once the decision to permanently exclude has been made and the pupil's parents/carers have been informed, the school must arrange within 15 school days for the School's Disciplinary Committee to convene. The purpose of this is to consider whether the school has acted fairly and properly given the circumstances of the individual case. The Local Authority is obliged to attend this meeting to represent the views of the parents/carers. An independent clerk will facilitate the hearing and will advise the Pupil Disciplinary Committee on procedures but the decision upon whether or not to support the school's decision to exclude rests with the Pupil Disciplinary Committee itself.

There is an obligation for alternative provision to be made for the pupil from the sixth day of exclusion from school onwards. Parents/carers have the right to a review of any decisions made by the school's Pupil Disciplinary Committee in cases where it is decided that a pupil is not to be reinstated within school. Where there is an allegation of discrimination in relation to an exclusion, parents and carers can make a claim to county court to present their views.

[Support for Pupils at Risk of Permanent Exclusion](#)

The creation of an **Individual Behaviour Plan (IBP)** enables the school to support the pupil in the management of their behaviour. IBPs are written in conjunction with the child and family, using a model of graphical illustration to look at longer term goals and shorter-term actions to enable the children to reach their potential. When appropriate, external agencies are involved such as SES and Raedwell Trust. The family support worker is also encouraged to be involved with children that have behaviour plans, offering and supporting referrals to agencies for support in the home and for parents/carers. Support for children that are at risk of permanent exclusion is bespoke and tailored to meet the needs of the individual child. In these situations, additional support such as a child psychotherapist, a therapy or a bespoke program at an outreach centre will be considered to re-engage the child with their learning and support behaviour.

Where a pupil is identified as being at risk of requiring restrictive intervention, an individual risk assessment and behaviour support plan will be developed in partnership with parents/carers and relevant professionals. These plans will focus on prevention, de-escalation and reducing the need for physical intervention.

[Safeguarding \(Keeping Children Safe in Education September 2025\)](#)

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency

assessment is necessary. In any event, staff should refer the matter to the Designated Safeguarding Lead.

[Confiscation of Inappropriate Items \(Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies July 2023\)](#)

The “*general power to discipline*” enables a member of staff to confiscate, retain or dispose of a pupil’s property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. Weapons and knives will always be handed over to the police. Other confiscated items should be returned to the pupil’s parents as soon as possible.

[Power to search without consent](#)

At the discretion of the Headteacher, members of staff have authority to search pupils for banned items, namely weapons, knives, alcohol, illegal drugs, stolen items, pornography, fireworks, cigarettes and other tobacco products. The school is not required to have formal consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets, or to look in the pupil’s bag or tray and for the pupil to agree this. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate consequence as set out in the school’s behaviour policy. Should the pupil refuse to co-operate with such a search the teacher can apply an appropriate disciplinary sanction. Parents will also be informed.

[Power to use Restrictive Interventions \(including reasonable force\) DFE April 2026\)](#)

The school follows the Department for Education guidance (April 2026) on the use of restrictive interventions, including reasonable force.

A **restrictive intervention** is any action that restricts a pupil’s movement, liberty or freedom to act independently. This includes physical restraint and reasonable force.

Restrictive interventions will only be used as a **last resort**, when it is necessary to:

- prevent a pupil from injuring themselves or others
- prevent serious damage to property
- prevent serious disruption to good order and discipline

Any use of force must be:

- **reasonable in the circumstances**
- **proportionate to the risk presented**
- **used for the shortest time necessary**

The school will always prioritise **de-escalation and preventative strategies**.

Staff **must not use force as a punishment**. It is always unlawful to use force as a consequence.

Where possible:

- Only trained staff will use physical intervention
- Support from another adult will be sought
- The dignity, safety and wellbeing of the pupil will be maintained at all times

Recording and Reporting

All **significant incidents** involving restrictive interventions must be recorded.

A significant incident is one where:

- force has been used
- a pupil has been physically restrained
- a pupil or staff member has been injured
- the intervention was required to manage risk

All incidents will be recorded on the school's recording system (Arbor) and will include:

- the reason for the intervention
- the type of intervention used
- the duration of the intervention
- the staff involved
- the pupil involved (including SEND or additional needs)
- any injuries or safeguarding concerns
- actions taken following the incident

Following any significant incident involving a restrictive intervention, parents/carers must be informed as soon as practicable. In most cases, this should be on the same day as the incident, unless there are exceptional circumstances.

Seclusion

Seclusion is defined as the supervised isolation of a pupil away from other pupils.

At Grace Cook Primary School:

- Seclusion will only be used where it is **necessary and proportionate to manage a risk of harm to the pupil or others**
- Pupils will be **continuously supervised**
- It will be used for the **shortest time necessary**
- It will always be **recorded and reported to parents**

Seclusion will never be used as a punishment.

Other physical contact with pupils

It is **not illegal** to touch a pupil. There are occasions when physical contact, other than reasonable force with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil, though staff must ensure they are careful not to engage in too much physical contact when consoling a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

Our school follows the guidance in Keeping children safe in Education (September 2025) in relation to staff accused of misconduct.

Monitoring

The Headteacher and SLT will monitor incident reports via Arbor, including the use of restrictive interventions. Analysis will consider patterns, frequency, vulnerable groups and individual pupils. This information will be reported to the governing body to ensure appropriate oversight, support and compliance with statutory guidance.

Bullying

Bullying is not the same as poor behaviour or friends falling out, although this may be the catalyst for bullying to begin. Bullying is not tolerated at Grace Cook Primary School and Nursery and procedures relating to any rare incidences are dealt with in **our separate Anti-Bullying Policy.**

Behaviour Outside School Premises

The headteacher has a specific, yet discretionary statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, in a local park, or in the town centre. Where bullying or anti-social behaviour outside school is reported to school staff, it may be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Appendix A

Written email templates to send to parents via Arbor.

Template for email regarding persistent low-level behaviour.

Dear [insert parent/carer name],

I need to inform you that (child's name) has been persistently (calling out/talking while I am giving instruction) and despite a number of warnings, he/she is continuing to disrupt learning in the classroom. In line with our behaviour policy, he/she will be losing some break time due to this continued poor behaviour. We would appreciate your support in addressing this matter and if you wish to discuss this further, please do not hesitate to get in contact and we can arrange a meeting or phone call.

Thank you for your support.

Kind regards,

Template for email regarding disrespectful behaviour towards adults.

Dear [insert parent/carer name],

I am writing to bring to your attention a concern regarding (Child's Name)'s recent behaviour towards adults at school. Over the past [specific time frame, e.g., week, few days], there have been several instances where [Child's Name] has shown disrespect to (teachers and staff members). This includes (talking back, using inappropriate language, ignoring instructions).

As you can imagine, this behaviour is disruptive and goes against the values of respect and cooperation that we encourage in our school community. In line with our behaviour policy, he/she will be losing some break time due to this continued disrespect. We would appreciate your support in addressing this matter and if you wish to discuss this further, please do not hesitate to get in contact and we can arrange a meeting or phone call.

Thank you for your support.

Kind regards,

Template for email regarding unkind behaviour in the playground.

Dear [insert parent/carer name],

I am writing to inform you of a concern that has recently come to our attention regarding [Child's Name]'s behaviour in the playground. Over the past [specific time frame, e.g., few days, week], we have witnessed/had reports of [Child's Name] engaging in unkind behaviour towards other students during break times on a

number of occasions and despite warnings this unkindness has continued. This has included [teasing, exclusion, physical behaviour, or inappropriate language].

While we understand that playground dynamics can sometimes be challenging, we want to ensure that all students feel safe and respected during playtime. In line with our behaviour policy, he/she will be losing some break time due to this continued unkind behaviour. We would appreciate your support in addressing this matter and if you wish to discuss this further, please do not hesitate to get in contact and we can arrange a meeting or phone call.

Thank you for your support.

Kind regards,

Template email for dangerous behaviour in playground.

Dear [insert parent/carer name],

I am writing to inform you of a concern that has recently come to our attention regarding [Child' Name]'s behaviour in the playground. Over the past [specific time frame, e.g., few days, week], we have witnessed/had reports of [Child's Name] engaging in unsafe and potentially dangerous behaviour towards other students during break times on a number of occasions and despite warnings this behaviour has continued. This has included [being too physical, throwing stones/objects, climbing outdoor furniture, breaking playground equipment].

While we understand that playground dynamics can sometimes be challenging, we want to ensure that all students feel safe and respected during playtime. In line with our behaviour policy, he/she will be losing some break time due to this continued unsafe behaviour. We would appreciate your support in addressing this matter and if you wish to discuss this further, please do not hesitate to get in contact and we can arrange a meeting or phone call.

Thank you for your support.

Kind regards,

Template email for inappropriate and offensive language

Dear [Parent/Carer Name],

I am writing to inform you of a concern regarding [Child's Name]'s behaviour in school. Over the past [specific time frame, e.g., few days, week], we have received reports that [Child's Name] has used inappropriate or offensive language. This has included [swear words, sexual references, racist or homophobic insults, or other unacceptable language].

While we understand that children sometimes experiment with language, it is important that all students feel safe, respected, and valued within our school community. In line with our behaviour policy, [Child's Name] will [state consequence, e.g., lose part of break time, complete a restorative conversation, or other relevant action] due to this behaviour.

We would greatly appreciate your support in addressing this matter. If you would like to discuss this further, please do not hesitate to contact us to arrange a meeting or phone call.

Thank you for your support.

Kind regards,

Template letter regarding a meeting to discuss child's behaviour with the class teacher.

Dear [insert parent/carer name],

Following my previous email regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our school rules and expectations, which is set out in our behaviour policy. I would appreciate it if you could arrange to meet me as soon as possible so we can discuss this further.

We believe that addressing this situation together is the best way to support [Child's Name]. I would appreciate the opportunity to discuss any underlying concerns or challenges that may be contributing to these behaviours. Your insights will help us work collaboratively to ensure [Child's Name] feels supported and is able to thrive academically and socially.

Please contact the school office to arrange a meeting at your convenience.

Kind regards,

Template letter for meeting with Headteacher.

Dear [insert parent/carer name],

I am sorry to inform you that despite meeting with (teacher's name) and [insert agreed steps forward from your previous meeting,], there has been an incident today where [insert brief description of latest behaviour incident]. In line with our behaviour policy, the school will need to address this with further sanctions which could include internal isolation and suspension.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with myself to discuss the further support and if necessary, sanctions, we will be putting in place for [insert pupil's name]. Please contact the school office to arrange a meeting at your convenience.

Kind regards,


Appendix B

Poster to be displayed in each classroom and referred to daily as part of the school's behaviour policy.



Appendix C

Grace Cook Primary School and Nursery Behaviour Charter



Grace Cook Primary School Behaviour Charter


This is how we do it at Grace Cook

| Visible Adult Consistencies | Rules | Over and Above Behaviours |
|---|--|---|
| <ul style="list-style-type: none"> Meet and Greet Fantastic Walking Hands up for silence | <ul style="list-style-type: none"> Be Ready Be Respectful Be Safe | <ul style="list-style-type: none"> Recognition Ring Behaviour Postcard Dojo Points Star Pupil Certificate |

Our Core Values

| Honesty | Courage | Excellence |
|---------|---------|------------|
|---------|---------|------------|

| Stepped Sanctions | 30 Second Intervention | Restorative Questions |
|--|---|---|
| <ol style="list-style-type: none"> 1. Redirection 2. Rule Reminder 3. Caution 4. Time out 5. Reconciliation | <p>I noticed you are...</p> <p>It was the rule about...that you broke.</p> <p>You have chosen to...</p> <p>Do you remember when...</p> <p>What zone are you in? How can I help you?</p> <p>Thank you for listening.</p> | <p>What happened?</p> <p>What were you thinking at the time?</p> <p>Who has been affected / How does that make you feel?</p> <p>What behaviour do you need to show next time?</p> <p>What do you think should be the consequence?</p> |



Reprimand in private, praise in public