



**CORNWALL EDUCATION**  
LEARNING TRUST



# **POSITIVE BEHAVIOUR POLICY**

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## **NEWQUAY PRIMARY ACADEMY'S POSITIVE BEHAVIOUR POLICY**

Newquay Primary Academy is an inclusive academy that meets the needs of a range of children - this includes those with complex family backgrounds as well as those with a range of special needs. At Newquay Primary Academy, we aim to be an academy where children can feel safe as well as learn, be confident and happy. Some children need help to manage, understand and articulate their emotions. Children who find it most difficult to conform to 'good behaviour' need to be treated with respect and made to feel valued. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour in a solution focused response. At Newquay Primary Academy, we have based our policy on an overwhelmingly positive approach towards managing behaviour. The policy is based on incentives, badges, marbles and the 'NPA way', when required, sanctions will be enforced (see Appendix 1 – Rewards and sanctions). The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

The positive behaviour policy operates in conjunction with the following policies:

- Anti-Bullying
- Safeguarding and Child Protection
- Health and Safety
- Exclusions
- Teaching and Learning
- SEND Policy

### **Aims**

Our academy aims to:

- Provide a safe environment where learning is enjoyable.
- Offer an engaging and challenging curriculum
- Promote healthy, positive relationships with others in the academy and the community
- Help each individual to discover and develop new skills.
- To encourage consistency of response to both positive and negative behaviour.
- Provide challenge and support to achieve high standards
- Encourage and support children to become well rounded, self- disciplined, respectful, moral and caring.
- Develop the mental wellbeing of pupils
- To work in collaboration with parents/carers in order to achieve consistency in the message's pupils receive about appropriate and inappropriate behaviour.

At Newquay Primary Academy our emphasis is on positive behaviour and reinforcing this, rather than focusing on failures. Rewards are aimed to motivate and help children to make the right choices.

Pupils should begin to learn about good behaviour at home before compulsory school age. Building on this foundation and in partnership with parents we aim to create a happy, friendly, safe and caring environment where children grow to respect:

- one another

- ☐ themselves
- ☐ all staff and other adults working in school, e.g. volunteer helpers
- ☐ parents and carers
- ☐ school property
- ☐ visitors to and neighbours of the school
- ☐ the rules and ethos of the school

Everyone has the right to go home fulfilled.

### **Rationale / Principles of the Behaviour Policy**

The community within Newquay Primary Academy has the right to be treated in a courteous and considerate way. Bullying, harassment and any other forms of unkind and upsetting behaviour will not be tolerated.

Every member of staff has the authority to reprimand and discipline pupils for actions that they consider to be anti-social, dangerous and disruptive.

Staff, pupils and parents / carers need to be aware of our standards and expectations:

- ☐ Every child has the right to learn
- ☐ Every teacher has the right to teach without interruption
- ☐ Every parent / carer has the right to information about their child's behaviour

### **Academy Ethos**

At Newquay Primary Academy our core aim is to provide a safe, happy and challenging learning environment where everybody can experience success. We promote this through our core values of:

Integrity      Respect      Resilience      Empathy      Reflection

Our school values are firmly linked to our school motto and help to give our school and our pupils a strong sense of identity.

Newquay Primary Academy is a values-based school. Our historic school motto echoes our belief in the importance of doing the right thing, working hard together and being resilient in everything we do. Our pupils are given a strong moral compass. They value the differences in themselves and in others. They understand the importance of community cohesion and making a positive contribution to the community in which we live – and to our wider global community. Our whole staff team, parents and pupils are involved in promoting our values and recognising where others are 'living the values'.

Positive behaviour is consistently reinforced. The academy uses a restorative approach, linking in with the PSHE curriculum, where pupils explore self-awareness, self-regulation, motivation and empathy as well as social skills. Pupils are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve.

### **The NPA Way**

The NPA Way clearly defines the high standard of behaviour that we expect in school. It is referred to frequently as the class 6 Golden Rules and should encourage the pupils to be positive in all they do and should help to create a happy environment for pupils to work in.

### **Pupils**

It is the responsibility of pupils to make good choices at all times with the adults and pupils in school. Pupils are expected to make good choices by following the 'NPA Way':

- **Be Ready**  
We listen  
We work hard
- **Be Respectful**  
We are honest  
We are kind and helpful
- **Be Safe**  
We are gentle  
We look after property

The NPA way will be displayed in all classrooms, halls and offices. Pupils are expected to behave in line with the academy rules/policies at all times, including out of school hours and especially on the journey to/from the school. We reserve the right to act where the behaviour of a pupil out of school hours may have a negative impact on the reputation of the academy.

### **Teachers**

It is the responsibility of all adults to have high expectations of pupils in terms of the choices they make their behaviour and relationships. Teachers must consistently apply our whole school systems of behaviour management:

- ☐ Provide a well- balanced, broad and creative curriculum
- ☐ Support pupils with their emotions and feelings using a restorative approach and elements of PSHE
- ☐ Plan engaging and well differentiated lessons to challenge and meet the needs of all pupils
- ☐ Treat pupils fairly and with respect and understanding, listening to children and promoting a language of choice
- ☐ Be a positive role model by actively demonstrating our values
- ☐ Support pupils with the language and vocabulary they need in order to socialise and develop interpersonal skills
- ☐ Praise pupils – recognising, acknowledging and rewarding individuals and/or groups, making the praise explicit according to our values and/or The NPA Way
- ☐ Making consequences of poor choices explicit, use a relational approach to support de-escalation
- ☐ Managing pupil's behaviour effectively and apply this policy with their own class and other pupils around the school
- ☐ Keeping records associated with our behaviour management
- ☐ Seeking help and support from senior colleagues, having followed our policy consistently
- ☐ Liaising with external agencies to support and guide the behaviour and emotional needs of children
- ☐ Liaising and reporting to parent's information about a pupil's behaviour, emotional needs and/or wellbeing at school.

### **Learning Support and Non-Teaching staff**

It is the responsibility of all other staff to support teachers to achieve their objectives, above.

### **Head Teacher**

It is the responsibility of the Head Teacher to:

- ☐ Ensure the consistent implementation of this policy through the academy

- ☐ Be ultimately responsible and accountable for behaviour throughout the academy
- ☐ Praise and encourage positive behaviour with rewards and dedicated assemblies
- ☐ Ensure the health, safety and well-being of all staff and children in the academy
- ☐ Report to governors on the effectiveness of this policy
- ☐ Support the Assistant Head in meeting with parents/carers of children with challenging behaviour
- ☐ Maintain a record of incidents of poor behaviour
- ☐ Issue fixed-term and/or permanent exclusions to individual pupil

## **Parents**

A positive partnership with parents/carers is crucial to building trust, developing a collaborative approach to behaviour expectations and strategies for resolving conflict. Parents/carers can expect to be kept well informed of their child's behaviour at school. In the case of persistent misbehaviour or, more rarely a serious misdemeanour, discussions with parents will take place to establish ways of helping the pupil improve. In some cases, behavioural problems may form the basis for Special Educational Needs registration leading to the involvement of support agencies both at school and in the home. There will be a copy of this policy on the academy website and a hard copy for parents upon request. We expect parents to sign the home/academy agreement and

- ☐ Be aware that the academy has rules and to support them.
- ☐ Support the academy's decision when applying consequences.
- ☐ Contact the class teacher with any concerns about behaviour in the first instant, then the Assistant Headteacher responsible for behaviour.

## **Governors**

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The Assistant Headteacher has day-to-day responsibility to implement the behaviour policy, but must take any advice from governors when making decisions about matters of behaviour.

## **Rewards**

In promoting positive behaviour, we shall emphasise and reinforce good behaviour through a variety of agreed rewards.

We believe that rewards serve the purpose of motivating pupils and encouraging them to see that their good behaviour is recognised and valued.

Agreed rewards will include:

- ☐ Verbal recognition and praise
- ☐ Recognition board
- ☐ Stickers, badges, marbles and marble jar treats, etc.
- ☐ Child being sent to another adult/SLT for praise
- ☐ A letter/postcard/phone call to parents about good behaviour
- ☐ Named in the academy's "Celebration Assembly" and receive yellow – Busy Bee certificates, Head teacher's Commendation and bronze/silver/gold medals

Currently, in reception class we reward the children as a whole class with marbles for positive learning behaviours. When the children fill the jar as a class, everyone is rewarded with a "Marble Treat" which is chosen by the class. We also celebrate individual achievements through careful display of classwork and a Star of the Week. It is important that good behaviour is encouraged in a positive way. Smiling at the children, taking time to talk to them and giving praise are ways we can encourage acceptable behaviour.

## **Inappropriate Behaviour**

At Newquay Primary Academy, the following forms of inappropriate behaviour will not be tolerated: -

- ☐ persistent classroom misconduct which interferes with the progress of other children
- ☐ aggressive or violent behaviour, including thoughtless, dangerous play
- ☐ rude or abusive language, including deliberately using unkind words, swearing or spitting
- ☐ defiance i.e. refusing to do as you are told including answering back
- ☐ acts of vandalism to school property, including graffiti
- ☐ stealing
- ☐ bullying, including acts of violence, taunting, persistent name calling, cyberbullying

## Behaviour protocols

### Examples of types of behaviour at each level of sanction

These descriptors indicate the levels on which a particular type of behaviour may begin. Recurrent behaviour would be attributed at the next level.

LEVEL	EXAMPLE OF TYPE OF BEHAVIOUR	POSSIBLE SANCTION
<3	Calling out, being too noisy, squabbling, name calling, telling tales, distracting others, muttering, whistling, making faces, poking, chatting, 'off task', wasting time, not having equipment ready for lesson, avoiding starting work, hindering others, pushing in, teasing, play-fighting, running inside, spoiling other people's games, annoying behaviour towards other children, attention seeking, wandering around class, shuffling on carpet, repeated inappropriate noises, banging on furniture, mistreating other people's property, eating in places not permitted, going into areas not permitted, interrupting teacher.	<p><b>Class teacher/learning support gives a warning.</b></p> <p>It is the responsibility of the class teacher to decide what <b>positive de-escalation</b> strategies to use.</p> <p>The next step could involve time out of the classroom or in another classroom. Miss 5/10 minutes of playtime.</p>
3	Spitting, cussing, using swear words, cheekiness, rudeness, throwing equipment, taking equipment without permission, fiddling with equipment after being told not to, personal insults, defacing other people's work, defacing academy property, leaving the classroom without permission.	<p>The pupil will be sent during the next lunchtime to the 'Reflection Room' where they will complete a restorative justice conversation with a leader from the academy.</p> <p>The class teacher <b>MUST</b> ensure that the details are communicated to the parent as soon as is reasonably possible and a collaborative plan is recorded on CPOMS. A pupil should always be aware of why they are in reflection.</p>
4	Refusal to carry out instructions, persistent arguing, fighting, kicking, hitting back (parents' orders), lying, arguing back to staff, graffiti, intentional damage of property, stealing, swearing at other pupils, confrontational behaviour.	<p><b><u>This is serious</u> –</b> Pupil will have an <b>ORANGE</b> letter sent home. This will offer a meeting with the class teacher/HOY/Assistant Head and have a reply slip attached.</p> <p>This <b>MUST</b> be returned. The slip will be retained by the class teacher, HOY or Assistant Head.</p>

5	Dangerous refusal to follow instructions, wilful verbal abuse or disrespect towards an adult, continued bullying, wilful physical abuse towards another, racial abuse, biting, continued stealing, vicious kicking, vandalism, leaving school without permission, premeditated harmful/dangerous behaviour.	<p><b><u>THIS IS VERY SERIOUS</u></b></p> <p>For displaying this type of behaviour or choosing not to change the behaviour, the pupil will go to the head teacher and a <b>RED</b> letter will be issued by post to the parent. Parents will also be informed by telephone. Parents will be formally requested to attend a meeting with the head teacher/Assistant Head. A behaviour plan and risk assessment may be put in place between pupil, parents, class teacher/SENDCo or Head Teacher. Parents will be informed that their child may be excluded/is at serious risk of being excluded.</p>
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*Only the Head teacher may exclude a child. If an action is considered to be very serious, the Head teacher has the power to exclude without resorting to any of the above levels.*

*For incidents of Bullying, please see Newquay Primary Academy's Anti Bullying Policy.*

### **Fixed term and permanent exclusions**

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Head Teacher has the power to exclude a child from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, he will inform the parents as soon as possible, giving reasons for the exclusion. At the same time, the Head Teacher will make it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Head Teacher will inform the Local Authority (LA) and the Directors about any permanent exclusion or fixed-term exclusions. The Directors themselves cannot either exclude a child or extend the exclusion period made by the Head Teacher.

However, the Directors have a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

### **Special Educational Needs**

Some children are subject to a Pupil Profile which establishes appropriate procedures, rewards and sanctions. This should be discussed with parents, the pupil and relevant staff and reviewed regularly while it remains in place. For these pupils, this policy must be used in conjunction with their Pupil Profile and reasonable adjustments should be made.

### **End of playtime**

A bell will separate playtime from work time. Lunchtime play workers will structure play for the pupils and ensure everyone is adhering to the NPA Way rules.

### **Lunchtime Behaviour Procedures**

All lunchtime staff will focus on praising positive behavior, each staff member will try to award 5 marbles tokens per lunch for positive behaviour.

A pupil who chooses to behave in an inappropriate manner will be warned verbally first using Wonder, Imagine, Notice and Empathy (WINE) to stay curious as to why they are making poor choices.

If a child who has been warned continues to display poor choices, they will receive five minutes' time out standing next to the play worker concerned. If the behaviour is more serious, the pupil or pupils will receive a red card, they will be removed to a senior leader's office and their class teacher informed. The member of staff who witnessed the incident will record this on CPOMS and their class teacher will inform parents/carers. If a pupil refuses to cooperate with the play workers in the playground a member of the Senior Leadership Team will be informed.

*The academy has a complaints procedure in place should any parent or pupil believe that any sanction has been used unfairly.*

## **Uniform**

Children will be expected to wear the school uniform and the uniform policy followed.

## **Key Points**

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of the teacher, including on academy visits.
- Teachers can also discipline pupils for misbehaviour outside of the academy.
- Teachers can confiscate pupils' property.
- Teachers have a power to impose detention out of academy hours.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safe guarding and promoting the welfare of children.
- Staff have a legal duty of care to protect all pupils and staff, which may mean a need to physically intervene (DFE – use of reasonable force July 2013)

(Taken from the DFE guidance – behaviour and discipline)

## **Confiscation of inappropriate items**

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons



- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

3. Weapons and knives and extreme or child pornography must always be handed over to the police.

### **Pupils conduct outside the school gates**

What the law allows:

At Newquay Primary Academy we have high expectations of the pupil's behaviour and would expect the pupils to behave appropriately on their way to and from the academy, and when wearing academy uniform. We would also expect them to behave appropriately when they are engaged in extended academy activities which take place beyond the normal academy day – e.g.: football matches. Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any academy organised or academy related activity or
- Travelling to or from academy or
- Wearing academy uniform or
- In some other way identifiable as a pupil at the academy.

Or misbehaviour at any time whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the academy or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the academy.

In all cases of misbehaviour the teacher can only discipline the pupil on academy premises or elsewhere when the pupil is under the lawful control of that staff member.

### **Use of reasonable force**

The legal provision on academy discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. Head Teachers and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm. If a member of staff has to physically hold a child the **positive handling policy** will be adhered to. Following the use of physical intervention, there will be a restorative discussion with any staff and pupils, parent/carers may also be invited to participate.

### **Malicious Allegations**

At Newquay Primary Academy allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the pupil will be supported and the person who is the subject of the allegation. All allegations will be treated confidential and every effort will be maintained to guard off any publicity while the allegation is investigated. Suspension would not be an automatic response to an allegation.

### **Communication and parental partnerships**

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in the academy, steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility for this, alongside the pastoral team. Teachers will be responsible for reporting any early warning signs for behaviour, so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. Academy staff will work together to support and encourage parents to share the same aims of the academy in promoting good behaviour. They will explore extended services and agencies with parent/carers should there be a need for support within the home environment.

The Head Teacher will share positive stories about best and improving behaviours. He will work in an open and honest way with parents in order to achieve the aims of this policy

## POSITIVE BEHAVIOUR POLICY HOME/SCHOOL AGREEMENT

This policy provides details of expectations of behaviour, rewards and sanctions to ensure that our academy remains a happy and safe learning environment where everyone is valued and respected. To this end, all pupils, staff and parents have responsibilities to support each other in the implementation of this policy.

### PUPILS' responsibilities:

- To follow all the main rules to the best of their ability.
- To treat adults and other children with respect and politeness.
- To help keep the academy a clean and pleasant place to learn.
- To do as they are asked by the adults in the academy.
- To take increasing responsibility for their own learning and behaviour.

### STAFFS' responsibilities:

- To recognise that each child is an individual.
- To create a safe, well managed and pleasant learning environment.
- To provide a challenging and interesting curriculum.
- To deal firmly and consistently with unacceptable behaviour.
- To listen to the children, modelling fairness and respect.
- To liaise with parents in respect of a child's acceptable behaviour as necessary.
- To praise positive behaviour.

### PARENTS' responsibilities:

- To recognise and support the academy's ethos.
  - To ensure their children arrive at the academy on time, ready to learn.
  - To discourage their child from hitting, fighting or swearing when sorting out difficulties.
  - To encourage their child to show respect for other people.
  - To encourage their child to talk about the academy, support their homework and to listen to their news.
  - To help their child realise the importance of education and to praise and acknowledge their efforts and achievements.
  - To acknowledge that staff have the right to conduct their duties in a safe environment free from verbal abuse, humiliating behaviour, aggressive behaviour and the threat of physical assault. NPA reserve the right to ask you to leave the premises should your behaviour be inappropriate for our academy.
- 

I agree to follow the rules of the **Positive Behaviour** contract

Pupil \_\_\_\_\_

Parent \_\_\_\_\_

Class teacher \_\_\_\_\_

Head teacher \_\_\_\_\_

## Example of a Marble token/Red card

### Lunch Time Behaviour Strategies- Marble and Card System

To encourage pupils to be gentler, showing kinder behaviour and making positive choices at lunchtime/playtime.

**Marble tokens** – play workers to ensure they are searching to praise positive behaviours using marble tokens as a reward for pupils demonstrating going ‘above and beyond’ the NPA way.

### Red Card!

– to be issued if behaviour is persistently Level 4 or Level 5 such as bullying, persistent arguing, fighting, hitting, arguing back to staff, graffiti, intentional damage of school property, stealing, swearing at other pupils, confrontational behaviour, dangerous refusal to follow instructions, wilful verbal abuse, racial abuse, vicious kicking and vandalism.

If a child is issued a red card. The pupil should be removed from the playground and taken to a member of SLT. The play worker, should inform the class teacher of the pupil’s poor behaviour and log this on CPOMS.

## BEHAVIOUR PROTOCOLS

### EXAMPLES OF TYPES OF BEHAVIOUR AT EACH LEVEL OF SANCTION

These descriptions indicate the levels of which a particular type of behaviour may begin.

Recurrent behaviour would be attributed at the next level.

LEVEL	EXAMPLE OF TYPE OF BEHAVIOUR
<3	Squabbling, name calling, spoiling other people’s games, annoying behaviour towards other children, pushing, teasing, play fighting, mistreating school property, disrespecting adults, inappropriate language and refusal to carry out an instruction.
3	Spitting, cussing, using swear words, cheekiness, rudeness, misuse of equipment, personal insults and defacing academy property.
4	Bullying, refusal to carry out instructions, persisting arguing, fighting, kicking, hitting back, lying, arguing back to staff, graffiti, intentional damage of property, stealing, swearing at other pupils and confrontational behaviour.
5	Dangerous refusal to follow instructions, wilful verbal abuse or disrespect towards an adult, continued bullying, wilful physical abuse towards another, racial abuse, biting, continued stealing, vicious kicking, vandalism and premediated harmful/dangerous behaviour.

<3 = warning that the child is near the level 3

## Appendix 2

### Example of an Orange Letter

Parents/ Carers of .....

Date

Dear .....

I am disappointed to report that ..... behaviour continues to cause us concern. This orange letter is an early notification, aimed to inform you enable you to support us and help ..... to correct this.

Sentence to explain why ..... has received an orange letter.

Please support us by speaking to ..... and reiterating that this behaviour is unacceptable. If you have any queries or concerns about this letter, its contents or you would like to meet with us to discuss this further, please contact the academy reception.

It is essential that the form below is returned to the academy office within the next five working days.

If there are any further incidents of unacceptable behaviour or disregard for academy rules, the next letter is a red one and signifies a final stage of our behaviour policy. The academy will request a meeting with parent(s)/carers and the pupil. If ..... receives a red letter, exclusion may become a serious possibility. We are attempting to support ..... with managing their behaviour choices, however with your support let's hope this is an end to ..... current poor behaviour.

Yours sincerely,

Mr Craig Hayes

Executive Head Teacher

.....

PLEASE RETURN THIS SLIP TO THE ACADEMY OFFICE

Name of pupil: .....

Class: .....

I have received this letter dated .....

Signed.....

## Example of a Red Letter

Dear

Following on from conversations with teachers/head of year /senior assistant head teacher, I was disappointed to hear that NAME continues to display behaviour which is causing distress to others and concern to staff and the academy in general. This serious and unacceptable behaviour includes:

- challenging and violent actions including hitting other pupils
- disobedience toward teachers and other staff

I am particularly concerned in view of the fact that NAME has previously received ... lunch time red cards and ... orange warning letters.

In view of the inappropriate incidents, it is essential that we meet and create an action plan as the next occurrence could result in a fixed term exclusion. If this were the case, it would be unfortunate as staff really think a lot of NAME and we want them to remain here and achieve their potential. I truly hope NAME will improve their behaviour and make positive choices.

Please contact the school office on 01637 820150 to arrange a meeting with Craig Hayes.

It is essential that the form below is returned to the Academy office immediately.

Yours sincerely,

Mrs Craig Hayes  
Executive Headteacher

.....

### BEHAVIOUR LETTER –

I have received this letter dated ..... or / I have made an appointment to meet with the class teacher and Assistant Headteacher to discuss this.

Signed.....