

Behaviour and Discipline Policy

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, amendments to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow.

At Oasis Academy, Putney, we believe that everyone has the right to be treated equally and with respect. Every member of the school community has the right to work and learn in a calm, supportive and safe environment. We value achievements of every kind - academic and non-academic.

At Oasis, our nine habits are central to promoting positive behaviour. The nine habits encourage pupils to be **compassionate**, **patient**, **humble**, **joyful**, **honest**, **hopeful**, **considerate**, **forgiving** and **self-controlled**. These habits encourage pupils to become the very best version of themselves.

This policy provides a framework for the creation of a happy, secure and orderly environment in which pupils can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it fairly and consistently.

Vision Statement

Together we learn, grow and achieve

We aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

We want all children and their families to feel welcome and involved at Oasis Academy Putney. We are a hard working school and expect high standards from our pupils in terms of work and behaviour. We are strongly committed to equal opportunities and believe that every member of the school community has a right to be able to realise his/her full potential in a secure, safe and happy environment.

Pupils behaving sensibly, working hard and showing consideration for others are clearly important factors in creating a thriving school.

We aim to create a stimulating environment in which individual's efforts can best flourish and in which they recognise their role in the school community. We aim to build self-esteem by acknowledging the achievements of individuals and giving praise and recognition whenever possible.

School Ethos

The adults encountered by the pupils have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

As adults it is important to emphasise to pupils what they can expect from staff.

- To listen to them and to hear their point of view.
- To be polite and to address them in a reasonable tone of voice.
- To value all aspects of their achievements.
- To ensure fair treatment of all regardless of age, gender, race, ability and disability when they have misbehaved.
- To ensure their environment is safe.
- To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
- To create a positive environment in the classroom and playground.
- To be in charge and maintain order so that everyone may benefit from a positive environment.
- To supervise the playground well.
- To trust them and to care about them equally.
- To treat them as individuals and to take an interest in their lives.
- To see each day as a fresh start. *(reflected in our whole school behaviour strategy with each pupil starting each day on 'Ready to Learn')*

Staff will not:

1. Overreact
2. Scream and shout.
3. Threaten punishments which they have no intention of issuing, have no authority to issue or do not think they will be able to enforce.
4. Make it personal. Talk about the behaviour not the pupil. A pupil cannot change themselves only their behaviour.
5. Take it personally. It is your responsibility to manage these behaviours.
6. Ignore disruption.
7. Use sarcasm or any form of public humiliation.
8. Talk about other scholars in front of scholars.
9. Label pupils as stupid or incapable of making progress or use language that indicates this.
10. Show frustration.
11. Make contact with a parent when angry or in the presence of other pupils.
12. Leave a pupil unattended outside of the classroom.

Rules and Procedures

Rules and procedures should be designed to make clear to the pupils how they can achieve acceptable standards of behaviour.

Our emphasis is on rewards to reinforce good behaviour rather than on failures.

We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued.

We therefore seek to operate a positive behaviour policy. This means that pupils will be rewarded for their good behaviour.

AIMS

- To underpin our nine habits.
- To support a consistent and effective approach in managing pupil behaviour.
- To promote self-esteem, self-discipline, high regard for authority and building/re-building (post lockdown) positive relationships based on mutual respect.

- To promote early intervention.
- To encourage positive relations with parents and carers to involve them with implementation of the school's policies and procedures.
- To provide a safe environment free from disruption, violence, bullying and any form of harassment.
- To clarify behavioural expectations enabling pupils to become positive, responsible and increasingly independent members of our academy.
- To prepare pupils for citizenship.

Our objectives for behaviour management are that:

- The school rules are clearly appreciated and positively encouraged.
- Staff are adhering to the guidance in the 'Class Context Folders' to support pupils with challenging behaviour in line with care and behaviour plans etc.
- The school will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into our reward systems.
- Each pupil is aware of the discipline procedures in the event of unwanted behaviour.
- That the organisation and administration of the school is conducive to a calm, orderly environment which promotes effective teaching and learning.
- Resources and movement within the classroom areas are organised in such a way as to promote an effective teaching and learning environment.
- The school offers a curriculum that both challenges yet caters for the needs of all pupils.
- The personal/family difficulties of individual pupils are recognised and considered in relation to behaviour.
- The class teacher adopts a variety of strategies which enable all pupils to develop according to their abilities and to develop feelings of self-worth.
- Parental involvement is positively encouraged at all levels.
- The well-being of the majority is the ultimate consideration.
- To establish clear rules for pupils at home about conduct in relation to remote education.

The responsibility for effective behaviour management within Oasis Academy lies with all members of the school community. All staff must ensure that best behaviour is expected and displayed at all times and in all places.

This can best be achieved by:

- Fostering an atmosphere in which all pupils and adults are treated as individuals, and in which their rights, values and beliefs are acknowledged.
- Promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and reinforcing good relationships, wanted behaviours and high standards of work.
- Rejecting all behaviours involving bullying (online and offline), racism or sexual harassment
- Helping to develop strategies to eliminate unwanted behaviour both within and outside the classroom, and applying these consistently.
- Caring for, and taking a pride in, the physical environment of the school.

- Working as a team, supporting and encouraging one another.
- Making reference the 9 Habits wherever possible.

Hygiene and Health Expectations:

- There are high expectations about sneezing, coughing, tissues and disposal (re-enforce 'catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands.
- Pupils should follow the rules for entering and exiting the building.
- Pupils are required to follow instructions from class teacher/adult surrounding hand washing and hand sanitizing
- Pupils to follow instructions surrounding moving around the school, particularly around queueing, one way systems and out of bound areas.
- Pupils should tell an adults immediately if they are feeling unwell.
- Pupils should remain vigilant about only using their own equipment, putting stationery away carefully and not touching/using any other pupil's water bottle.
- Pupils should stay in designated areas during break and lunch times.
- Clear rules about coughing or spitting at or towards any other person- this could lead to exclusion at the discretion of the Principal.

The Curriculum and Learning

- We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.
- It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping are used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

PROMOTING EXCELLENT BEHAVIOUR

Wherever possible, we aim to have a positive approach and to notice and reward good behaviour as we believe that this will develop an ethos of kindness and co-operation. Staff use a variety of rewards to promote good behaviour.

- Pupils to work with the class teacher at the beginning of the academic year to devise their own class rules which they are to adhere to consistently. (*These are to be displayed in all classrooms and titled: Our Set of Class Rules*)
- Waiting for all the pupils' attention before any information is provided to them.
- Teachers to consistently use positive body language and positive language.
- Building a relationship based on mutual respect between the teacher and the pupil.
- Teachers to invest time in getting to know their pupils.
- Establishing a clear routine to help minimise any disruptive behaviour.
- Positive teacher-pupil relationships to encourage pupils to work to the best of their ability.
- Implementing a challenging and inspiring curriculum that does not put a ceiling on pupils' learning.
- Frequent verbal praise to encourage the pupils.

- A clear behaviour system that is used consistently across the school. **Appendix 1.**

SANCTIONS

We believe pupils feel secure when they are aware of the boundaries of acceptable behaviour. They are taught that they must not hurt themselves or others and should always demonstrate a high degree of respect towards adults and their peers. We believe that discipline is most effective when applied fairly and calmly. We believe that pupils understand that there will be a consequence if the rules are not adhered to.

Classroom Management

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming learning environment. Working Walls for maths and literacy support pupils' learning. Pupils are asked to make use of the 5Bees as a strategy to support independence 'Brain, Board, Book, Buddy, Boss' encourage pupils to think independently, speak to a partner and use the boards and displays around them if they are unsure what to do.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in co-operation with one another. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and pupil to avoid resentment and should focus on the inappropriate behaviours that the pupil has displayed **not** the pupil.

Classroom Sanctions

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and around the school. Every effort should be made to keep the pupils safe within their bubbles throughout the day. If a pupil fails to follow rules regarding behaviour for learning and behaviour for keeping others safe, then the following sanctions are provided in the following order:

1. Providing the pupil with first a warning and implementing strategies to help the pupil make a better choice.
2. Providing the pupil with the opportunity to think about their behaviour using prompts
3. Providing the pupil with an additional warning.
4. Member of SLT (AP in first instance) to speak to pupil in and complete a reflection.
5. Member of SLT to phone/make contact with parent.

Sanctions beyond the Classroom (for severe behaviour)

For pupils who misbehave consistently, or for serious incidents, staff will need to involve a member of the SLT (Senior Leadership Team). A range of sanctions may be used by the SLT:

- Monitoring behaviour by a report system
- Loss of privilege and the setting of appropriate work
- Parents may be asked to remove their pupil
- Seclusion – pupil removed to have no contact with their peers, supervised out of the normal classroom environment.
- Fixed term Exclusion - notification to be given to parents (only Principal can authorise)
- Permanent Exclusion - notification to be given to parents (only Principal can authorise)

Parents will be kept fully informed if a behaviour problem exists.

Serious Behaviour

- Aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language)
- Physically disruptive behaviour (e.g. smashing, damaging or defacing objects or school property, throwing objects, physically annoying other pupils)
- Socially disruptive behaviour (e.g. screaming, running away, exhibiting temper tantrums);
- Authority-challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour, using pejorative language)
- Bullying behaviour (e.g. physical assault, teasing, making threats, name calling, cyberbullying-bullying via mobile phone or online)

Outside Agencies

If difficulties persist, the advice of outside agencies will be sought. Exclusion from school is to be avoided if possible, but may be effective for serious misdemeanours.

Playtime sanctions

Please see Appendix 2

Parents

Parents can help by:

- Recognising that an effective school behaviour policy requires partnership between parents, teachers and children.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Ensuring that your child keeps the rules when they are with you in school or on an outing.
- Ensuring your child is on time and that they remember anything they need for school [e.g. swimming or PE kit, book bag, homework]
- Checking for and reading the newsletter and other letters that come home from school so that you can talk to your child about what is going on.
- Making sure that your child gets a good night's sleep. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence.
- Telling a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding.
- Listen to your child. Trust your child...But bear in mind that he/she may not give you the full story and may use emotive language [e.g. he beat me up]

- Trying not to react to every little upset so your child learns to get things in proportion and how to cope for themselves.
- Being positive with your child and reward them for the good things they do at school.
- Attending Parents' Evening, parents' functions and by developing informal contacts with school.
- Knowing that learning and teaching cannot take place without good behaviour being in place.
- Remembering that staff deal with behaviour problems patiently and positively.
- Not intervening with another child's parents or with another child, but to report any incident to us in school.

Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them.

Bullying

Every child needs to know that all of the adults in school will help when bullying happens. Through individual counselling, class discussions, circle time, collective worship and assemblies we encourage children who are bullied physically or verbally to ask for help from staff and other children. Children who bully are kept away from any children they are upsetting and are given chances to discuss their own problems with their class teacher or senior teacher.

Parents are informed of any incidents and if their child persists then we will invoke a range of sanctions which include –

- Removal from the group
- Withdrawal of playtimes or lunchtime breaks.
- Withholding participation in school events that are not an essential part of the curriculum.
- Fixed term and permanent exclusion from school.
- A Contract of Respect to focus on positive resolution

Any incidents of bullying will be recorded on an 'incident form' (**For more details see Anti-Bullying Policy**) (*see Appendix 3 for sample of letters sent to parents*)

Pupils with Special Educational Needs

There are some pupils for whom conforming to the whole school policy on behaviour will be difficult. Where there are concerns, the school will undertake an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can be the key to supporting the child and their family. These pupils may be identified as having Special Educational Needs and the school would then work in accordance with the Special Educational Needs and Disability Code of Practice.

Monitoring and Review

Records of poor behaviour are kept by the Assistant Principal to monitor the frequency and severity of the behaviours being displayed by pupils. This policy and the procedures detailed will be constantly monitored by teaching staff, lunchtime supervisors and governors and will be reviewed every two years.

Positive Handling

All members of staff are made aware of the regulations regarding the use of force by teachers as set out by DFE. Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of

pupils. Any actions should be taken only if necessary and should be reasonable and appropriate to the situation. All staff should make themselves familiar with the policy on 'Physical Intervention'.

ONLY THOSE STAFF WHO HAVE HAD THE APPROPRIATE TRAINING (TEAM TEACH POSITIVE HANDLING) SHOULD ATTEMPT TO PHYSICALLY RESTRAIN A PUPIL.

A list of trained staff is displayed in the office.

For more information, refer to the positive handling policy.

Any incidences involving physical restraint are to be logged immediately in the bound and numbered book.

Principal/ Deputy/Assistant Principal

Make clear to all pupils they will assist in supporting a pupil's efforts to exercise self-control.

If a problem persists the Principal will contact the parents to let them know what they have found out and what is being done about it.

Only the Principal has the authority to exclude a pupil from school. It is possible for the Principal to convert fixed term exclusions into a permanent exclusion if the circumstances warrant this.

Pastoral Support Plans may be implemented to support pupils who display challenging behaviour.

If a pupil is excluded, their parents are informed giving reasons for the exclusion. Parents / carers, if they wish, can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Other Policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- Positive Handling Policy

Appendix 1

Peg System Guidance for Teaching Staff

The nine habits should be referenced as frequently as possible when managing behaviour:

Compassion, patience, humble, joy, honesty, hope, consideration, forgiving and self-control

Important points to remember

- All pupils start on 'Ready to Learn' at the beginning of each day.
- If pupils require movement breaks, or if it is more convenient, pupils can move their own pegs on the chart.
- TAs to make a record of which pupils reached 'outstanding role model at the **end of the day**- pupils will only achieve outstanding if they have been excellent all day. *CT/TA to decide how they would like to record this quickly and efficiently. Please keep record of this for reference if needed.*
- CT/TA to write out certificates on a Friday afternoon and hand certificates discreetly to pupils and congratulating them. **Please use a black pen for this.**
- If a pupil reaches orange, 'Reflect with an Adult', CT should liaise with AP to agree a time where the pupil can work with AP to complete the self- reflection sheet. These will be kept by AP and these will be completed in the pupil's free time. They will take approximately 10-15 minutes.
- If pupils display significantly disruptive/inappropriate behaviour, their name can be moved to red straight away where necessary action will be taken by a member of SLT in line with the academy's behaviour policy.
- Pupils can redeem themselves and move back up; they can also move back down.
- Consistency is key.
- For further guidance, see below and refer to the behaviour policy.

Steps on system (from highest to lowest)	What does the behaviour look like?	Further Guidance for Teaching staff
<p>Outstanding Role Model</p>	<p>Consistently demonstrates outstanding behaviour for learning.</p> <ul style="list-style-type: none"> • An active learner; takes ownership of own learning; seeks ways to challenge themselves • Consistently values and utilises the resources provided to the best of their ability • Has high expectations of themselves • Provides peer support for other pupils who are struggling • Asks well thought out questions • Willingly pushes themselves out of their comfort zone. 	<p>Pupil is displaying outstanding behaviour for learning and have they been doing this consistently throughout the day. A pupil should not be able to get to outstanding for a short period of excellent behaviour- they have to demonstrate consistency. TA to keep a tally for certificates on Friday (Tally to be created at the end of the day so that TA can see who is on outstanding). CT can hand write comment on certificate if they wish. Certificate to be handed discreetly to the pupil.</p> <p>Why discreetly? The handing out of the outstanding certificate on a Friday</p>

		<p>afternoon is to be a personal affirmation between the class teacher and the pupil. For example, “ Well done John, I am really proud of you. Your peg hit outstanding this week and you have been such an excellent role model”</p>
<p>Good Role Model</p>	<ul style="list-style-type: none"> • Follows instructions politely and calmly • Works well independently and within a group • Demonstrates our 9 habits. 	<p>Pupil is displaying good behaviour for learning: Are they supporting their peers? Are they taking ownership of their own learning? Are they providing valuable contributions?</p>
<p>Ready to Learn</p>	<p><i>Starting point each day</i></p>	<p>Each pupil will start on ‘ready to learn’ at the beginning of the day, every day- regardless to where there name was the day before.</p> <p>*Gentle reminder before pupil is moved down- for example: “John, please remember one of our classroom rules is that we listen to the person who is talking, thank you.” “We want to try and get your peg onto ‘good role model’ What does a good role model do?” (Praise John if he complies)</p>
<p>Verbal Warning</p>	<ul style="list-style-type: none"> • Not following instructions • Disengaged in the task • Not listening to other pupils’ ideas • Breaking one of the class rules (displayed in class) • Not adhering to the nine habits or modelling any of the nine habits. 	<p>Class teacher to provide the pupil with a verbal warning. For example: “John, this is now a verbal warning. I need you to listen to the person who is talking, please make a good choice, thank you.” (Allow take up time and praise John if he complies) Try and use a tone that will encourage the pupil and maintain use of positive language. Which strategies can you implement to reengage the pupil? Do they need to work in another area? Do they need to be provided with an additional resource? Need a further explanation? Etc.</p>
<p>Think About it</p>	<ul style="list-style-type: none"> • Continuing behaviour from ‘verbal warning’ section after teacher has provided the pupil with a verbal warning and after teacher has implemented any necessary strategy in an attempt to rectify this. 	<p>If the pupil moves down on the system again, they should be encouraged to think about their actions. Use prompt sheet for this and provide pupils with a couple of minutes thinking time. Class teacher/ class TA to have quick discussion with the pupil about their thoughts surrounding their</p>

	<p><i>This could be really out of character for a pupil, so endeavour to remain kind and listen to them when they are reflecting.</i></p>	<p>thinking time. No more than five minutes for this.</p>
<p>Reflect with an Adult</p>	<ul style="list-style-type: none"> • Pupils should only reach this point if CT has implemented earlier interventions and pupil is still failing to comply. • Pupils are demonstrating consistently disruptive behaviour with sheer disregard for class rules 	<p>Pupil to complete a reflection sheet with Assistant Principal. AP to keep a log of pupil reflections. If AP/SLT member is not available, complete with class teacher for AP to talk through with pupil as soon as possible.</p> <p>CT to gently inform parents at the end of the day that pupil had to complete a reflection. Ensure to be positive, for example. "John completed a well thought out reflection today and we are really proud of him for being able to do that. We are very optimistic that it won't happen again."</p>
<p>Phone call home (or any other necessary action)</p>	<p>Severe behaviour.</p> <ul style="list-style-type: none"> • Aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language) • Physically disruptive behaviour (e.g. smashing, damaging or defacing objects, throwing objects, physically annoying other pupils) • Socially disruptive behaviour (e.g. screaming, running away, exhibiting temper tantrums); 4) authority-challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour, using pejorative language) • Bullying behaviour (e.g. physical assault, teasing, making threats, name calling, cyberbullying-bullying via mobile phone or online) 	<p>AP to contact parents.</p> <p>In some rare instances, SLT may decide that the behaviour warrants a more significant action and this will be decided in line with the behaviour policy.</p>

Appendix 2

Guidance for Staff on Playground Duty

Transmission of behaviour incident books

- Class teachers should ensure that there are two pupils in each class who are responsible for ensuring that the 'behaviour incident book' is taken to and from the playground in preparation for each break and lunch time.
- Staff members on duty should retrieve the 'behaviour incident log' from the pupils responsible and keep the book with them whilst they are on duty. (If on a split duty, staff member should pass on to next staff on duty)
- At the end of duty, staff should pass these books back to the selected pupil so that they can be returned back to class and to the class teacher.

Each class will have their own behaviour incident log

Filling in the behaviour incident book

- Any behavioural incidents on the playground **that require the class teacher to follow up the behaviour** should be recorded in the behaviour incident book.
- Please use facts when recording the incident, and use quotes where appropriate/helpful.
- Please record the date of the incident
- Please record the time of the incident
- Please place your initials next to incident

Class teacher's responsibility in relation to behaviour incident books

- Class teacher to ensure that these are checked after break and after lunch time
- Class teacher to monitor any patterns in the behaviour incident books
- CT to act accordingly in relation to the school behaviour policy when addressing any poor behaviour on the playground
- CT to speak to pupils regarding their behaviour on the playground where necessary
- CT to use the peg system as a consequence of poor behaviour on the playground

Any severe incidents in behaviour (see Red on peg systems for examples) will result in a pupil being removed from the playground and a phone call home will be made immediately.

Appendix 3

Letters to Parents

Letter 1

Date

Dear (Parent/Carer Name),

As part of our ongoing monitoring of pupil behaviour, Oasis Academy Putney will be informing parents when their child has been highlighted as displaying persistent inappropriate behaviour.

During the last month your child, (name) was highlighted for receiving a high number of behaviour logs.

Incidents of this level have been dealt with individually at school. Please could you discuss this with (child's name) at home.

Yours sincerely,



Jenny Parris
Principal

Letter 2

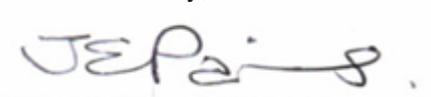
Date:

Dear

I regret to inform you that despite my previous letter, your child has continued to receive a high number of warnings for persistent low level behaviour. Therefore we will now be monitoring your child's behaviour on a weekly basis.

Please speak to about this matter so that he/she does not continue to waste his/her valuable learning time, or disrupt the learning opportunities of other children in the class. If their behaviour choices continue to affect their learning or that of others, we will need to arrange a meeting to discuss how this may be improved.

Yours sincerely,



Jenny Parris
Principal
Letter 3

Date:

Dear

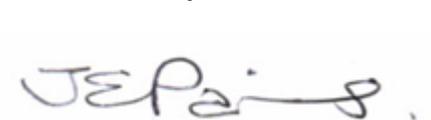
I regret to inform you that *****'s attitude and behaviour is showing little sign of improvement since I last wrote. He/She continues to disrupt his education, that of his classmates and the school in general.

Clearly attempts to improve *****'s behaviour has been unsuccessful and further action must now be considered.

Please contact the school office so that an appointment can be made for us to discuss the matter *with a member of SLT* and hopefully agree the next steps to be taken.

***** will be allowed to re-join his class as normal for the time being however, should the behaviour continue it may be necessary to take immediate further action.

Yours sincerely,



Jenny Parris
Principal