

Relationships Policy and Statement of Behaviour Principles

St. Osmund's CE Middle School



Approved by: Governors & Lynda Staddon (Assistant Headteacher)

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1. Aims

This policy aims to:

- **Understand behaviours and meet student need** with a positive approach to mitigating unwanted (unsocial, antisocial, difficult and/or dangerous) behaviours,
- Provide a **consistent approach** to promoting positive mental health and wellbeing as well as behaviour management,
- **Define** what we consider to be unacceptable behaviour, including bullying,
- Outline **how students are expected to behave**; students are taught explicitly what prosocial behaviour looks like,
- **Exemplify** our attachment aware and trauma informed approach to behaviour,
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management,
- Outline our system of **rewards and consequences**.

2. Legislation and statutory requirements

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

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

- [Supporting pupils with medical conditions at school](#)

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

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

The Education and Inspections Act 2006.

<https://www.legislation.gov.uk/ukpga/2006/40/section/89>

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

3. Definitions

At St. Osmund's, we believe that positive relationships are at the core of everything we do. Everyone should treat one another with dignity and kindness. We sincerely follow the '**ready, respectful, safe**' approach; we want to teach respectful, ready to learn, safe (prosocial) behaviour through everything we do in school.

Prosocial behaviour is considered to be:

- Obeying school rules,
- Conforming to school and adult expectations,
- Conforming in a socially acceptable manner: students are expected to speak to adults in school by using their name, for example, "Good morning Mr Biddle". If the adult's name is not known by the student, they are expected to use the phrases "Sir" or "Miss" appropriately; for example, "Yes Sir",
- Cooperating with others,
- Helping and supporting others.

Unsocial behaviour is defined as:

- Not seeking to associate with others but not to the detriment of self or others,
- Not choosing to behave sociably in the company of others, but not to the detriment of self or others,
- Not doing as instructed by adults, but not to the detriment of others – this behaviour can often be detrimental to the child (for example, loss of learning time or making a situation unsafe).

Antisocial, difficult and/or dangerous behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes,
- Non-completion of classwork or homework,
- Poor attitude,
- Incorrect uniform,
- Poor choice of language,
- Repeated breaches of the school rules/expectations,
- Any form of bullying, aggressive behaviour or intimidation,
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation,
- Vandalism,
- Theft,
- Fighting,

- Smoking/vaping on the school site,
- Racist, sexist, homophobic or discriminatory behaviour,
- Possession of any prohibited items. These are:
 - Knives or weapons,
 - Alcohol,
 - Illegal drugs,
 - Stolen items,
 - Smoking materials including tobacco, cigarette papers, cigarettes, vapes,
 - Fireworks,
 - Pornographic images,
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student),
- Bringing the school into public disrepute,
- Unforeseeable behaviour (not listed above) will be taken into careful consideration by the Head of School.

4. Bullying

The school's Anti-Bullying Ambassadors (students) have defined bullying as '*intentional (but not always), repetitive (at least 3 times) and unwanted behaviour. This can be threatening and/or aggressive. It can be in the form of hurtful words and/or actions by a person or group of people against another. This can be face to face or online*'. This definition, as well as advice on how to stay safe, appears in every student's Home-School Link Book.

Bullying is, therefore:

- Deliberately hurtful,
- Repeated, often over a period of time: Several Times On Purpose (STOP),
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial (including antisemitic) taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We do not tolerate bullying in our school.

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

5. Roles and responsibilities

5.1 The governing board

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

5.2 The Headteacher/Head of School

The Headteacher/Head of School is responsible for reviewing and approving this policy.

The Headteacher/Head of School will ensure that the school environment encourages prosocial behaviour and that staff deal effectively with poor, difficult or dangerous behaviour. The Headteacher/Head of School delegates the monitoring of how staff implement this policy to a member of the SLT.

5.3 Staff

Staff are responsible for responding predictably, promptly and assertively in accordance with this Relationships Policy:

- Implementing this Relationships Policy consistently,
- Modelling prosocial behaviour at all times,
- Providing a personalised approach to the specific behavioural needs of particular students,
- Recording behaviour incidents, consequences and Behaviour Stage letters on SIMS and using the Behaviour Log (Appendix 2) for any more serious incidents that need SLT investigation and support (the Behaviour Log will always be shared with parents).
- Behaviour stages will be logged as a supportive intervention on Provision Map.

The SLT will support staff in responding to behaviour incidents.

5.4 Parents

Sometimes adults ask the school 'What can parents do to support the school?'. Parents can:

- Inform the school of any changes in circumstances that may affect their child's behaviour,
- Discuss any behavioural concerns with their child's Form Tutor promptly,
- Ensure the value of learning is promoted at home,
- Monitor online activity including mobile phone use – limit screen time severely; consider the extreme damage of smartphones to mental and physical health,
- Send their child to school – unless genuinely ill; this is the biggest thing that parents can help with,
- Support their child in adhering to the school's Relationships Policy and back the school and its decisions. We are not perfect but if you disagree with a decision contact the teacher/adult involved. There is always context to consider around things in school; we promise that we are listening. Please do not challenge the school in front of your children as it may breed challenge from them in school.

6. Student Code of Conduct

Our students are expected to be ready to learn, respectful and safe. Our students are taught that they have a duty to follow the school's relationships-based approach, uphold the school's rules and expectations and contribute positively to the school's overall culture. This means that students are expected to understand and show:

Ready behaviour:

- Always wear the correct school uniform,
- Have the correct and necessary equipment (including kit) for learning,
- Enter, engage/learn and leave in an orderly and self-controlled way.

Respectful behaviour:

- Speak and act with kindness to all; live out our school values of hope, community, respect and love
- Put best effort into making a positive difference; for example, engaging and learning in lessons,
- Accept the consequence(s) for unacceptable behaviour when given.

Safe behaviour:

- Treat the belongings of others, including the school (buildings and property) with respect; these things do not belong to you,
- Work and socialise to keep yourself and others safe from harm (emotional and/or physical),
- Follow any instruction given by a member of staff.

Our PSHCE Curriculum is relationships-led and our core school values of respect, community, hope and love serve well to promote and secure our students to feel good and function well.

7. Rewards and Consequences

In order to develop positive relationships that are centred on two-way respect, we will focus on positive reinforcement of prosocial behaviour for learning and protective and/or educational consequences when there has been a problem.

7.1 List of rewards and consequences

Positive behaviour will be rewarded with:

- Praise (public or private as appropriate for the student)

- Merits – to be awarded for the students, for example on a Recognition Board, for any reason at staff discretion. Must be linked to learning/excellent work or great progress in work. Merits are logged on Arbor as Achievement Points with a specific reason. Half termly certificates are given for 10 merits = bronze certificate, 20 merits = silver certificate, 30 merits = gold certificate (cumulative, totals may vary according to scaled totals in cohort). Subject Leaders to monitor consistency in awarding merits across subject teams. Start totals afresh each half term,
- Achievement Assembly lead by Year Leader each half term.
- Annual Prize Giving: Two students from each year group receive a Subject Prize, in recognition for their outstanding approach to learning/progress/achievement in the subject. Awarded towards the end of the academic year. Two students from each tutor group also receive a Form Tutor Prize,
- Postcards (Year Leader) to reward exceptional effort in learning (ATL) plus other things,
- Certificates (Headteacher) for exceptional outcomes,
- Postcards/certificates to reward exceptional effort in a subject,
- Weekly Hot Chocolate with the Headteacher for living out the school values of hope, community, respect and love ,
- Phone calls home to parents/message home via parent app,
- Special responsibilities/privileges,
- Dorchester Lions Club Community Award – awarded to a Year 8 student each academic year for their community/charity-based work.

Consequences for antisocial, difficult or dangerous behaviour

The school will use appropriate and proportional consequences in response to unacceptable behaviour and will exercise professional judgement in all cases. If a student has behaved in either an antisocial, difficult or dangerous manner (or any combination of these), the member of staff managing the situation will provide an appropriate consequence for the student. Following the Dorset THERAPEUTIC THINKING approach, a consequence must be either educational or protective (for the student or others) or a combination of these; this might happen at break time, lunch time or after school. The school does not issue punitive punishments, such as detentions. The school will avoid the use whole class punishment. If a student has SEN this is taken into account when an appropriate consequence is decided upon.

Examples of consequences are listed below:

- Incident: Not completing enough work in a lesson. Consequence: being directed back to the lesson by the teacher at break/lunch time for catch-up learning,
- Incident: Not completing homework. Consequence: being directed to the teacher at break/lunch time for catch-up learning,
- Incident: Possession of a prohibited item in school (mentioned earlier). Consequence: At least 1 day suspension from school (initially – rising in the form of a graduated response if the incident is repeated by the same student).

A consequence will be lawful if it satisfies the following three conditions:

1. The decision is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher;
2. The decision and the consequence itself are made on school premises or while the student is under lawful charge of the member of staff; and
3. The decision does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances; the consequence must be proportionate to the incident and consider any special circumstances relevant to its imposition including the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Working with a Member of the Leadership Team

If a student displays unacceptable behaviour whereby a suspension is considered, a more appropriate consequence might be for the student to spend some time 'working with a member of the leadership team'. Wherever possible this will be with a member of the SLT; occasionally this consequence is overseen by a member of the school's pastoral middle leadership, such as the student's Year Leader. The purpose of this

time is for the leader to reflect with the student on the incident that caused concern, to understand why the school deems it to be unacceptable and the impact of the incident on others as well as the student directly. We will use a 'windows, mirrors, doors' approach. The student's parents are notified of this consequence and are informed that a repeat of this incident is highly likely to lead to a suspension from school (as part of a graduated response). Students do not work in isolation at the school; the school does not operate an 'Isolation Room' of any form.

Behaviour Stages

In response to a single act of unacceptable behaviour, or if a student shows repetitive poor behaviour, a Behaviour Stage might be considered. A Behaviour Stage can be used before or after a single incident, depending on the level of concern. The school operates four Behaviour Stages (numbered 1, 2, 3 and 4). Each Behaviour Stage is targeted to support the individual student in differing degrees to remedy their unacceptable behaviour. Each Behaviour Stage lasts for 6 school weeks and is then reviewed by the lead professional (Form Tutor, Year Leader, member of SLT or Headteacher). If a student is placed on a Behaviour Stage, the ambition is always for the student's behaviour to improve in order for the student to step down/off their Behaviour Stage when it is reviewed. Students are not parachuted onto Behaviour Stages; they usually begin on Behaviour Stage 1. If a student displays highly antisocial, difficult and/or dangerous behaviour the Headteacher reserves the right place a student directly on to Behaviour Stage 4. See appendices 3 and 4 for sample letters to parents about their child's behaviour.

Responsibility for Behaviour in School

The Headteacher holds overall responsibility for behaviour, closely supported by the Senior Leadership Team. All adults in school (support staff, teaching assistants, teachers, Subject Leaders and Year Leaders) also exercise ownership and responsibility for behaviour through the school; 'everyone owns behaviour'. We recognise that parents have an active and important part to play in supporting behaviour in school and the Arbor Parent App is our prime way of communicating specific issues with home. We will log professional but clear and detailed accounts of any issues on our Arbor Parent App; this is for school use only and will not be shared with any other parties.

7.2 Off-site behaviour

Behaviour that occurs outside the school premises, including online behaviour, that the school might decide an appropriate protective or educational consequence is necessary includes:

- When taking part in any school-organised or school-related activity,
- When travelling to or from school,
- When wearing school uniform,
- When in some other way identifiable as a student of our school,
- That could have repercussions for the orderly running of the school,
- That poses a threat to another student, or
- That could adversely affect the reputation on the school.

7.3 Malicious allegations

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

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

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

8. Behaviour management

We operate a calm and positive approach to promote *prosocial behaviour* at all times. We insist upon students being 'ready to learn' in every classroom. We insist upon students being '**ready, respectful and safe**' in all lessons and at all times within the school day, on or off site: this is the responsibility of all staff throughout the day.

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

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

Form Tutors will lead on individual students, collating the wider picture of behaviour and behavioural needs, liaison with home and individual support strategies. Form Tutors are the first port of call to settle a student daily and to build the anchor relationship of significant adult for all tutees. Teachers will log all non-desirable behaviour incidents and positive merit points on Sims; teachers may also notify Form Tutors/Year Leaders of concerns about the bigger picture. Professional judgement will be used at all times to determine the most supportive and effective action.

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

8.1 Classroom management Teaching and support staff are responsible for setting the tone and context for positive prosocial behaviour within the classroom, Staff will follow the Behaviour curriculum and teach positive behaviour as part of every lesson. This will be monitored and supported by learning walks and observations.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged,
- Display the student code of conduct,
- Maintaining clear and consistent boundaries and consequences so that students feel safe and secure,
- Develop a positive relationship with students, including:
 - Greeting student in the morning/at the start of every lesson,
 - Smiling at every student on entry,
 - Helping all students to enter the room well,

Establishing clear routines including being ready to learn, using a recognition list of names (of those students who will receive an achievement point) on the board,

- Communicating expectations of prosocial behaviour in ways other than verbally,
- Highlighting and promoting good behaviour (positive noticing)
- De-escalation of any heightened situations,
- Addressing the primary behaviour and ignoring the secondary behaviour (eye-rolling, arms-folded, tutting, huffing),
- Deploying tactical ignoring,
- Concluding the day positively and starting the next day afresh,
- Having a plan for dealing with low-level disruption,
- Using positive reinforcement,
- Providing a commentary on positive behaviour,
- Catching students being good at every opportunity,
- Always talking to and about students in a positive and professional manner (in all forums including on email),
- Recognising a differentiated approach to some students' behaviour (small steps at times),
- Supporting every student to be ready to learn with whatever it takes,
- Being the role model for behaviour at all times.

Use of a Behaviour Point

At any time during the school day, if a member of staff is dealing with unacceptable behaviour, a clear verbal instruction/direction for the student to stop such behaviour will be given. Appropriate 'take up' time should be

given for the student to stop their unacceptable behaviour. If the student does not stop their unacceptable behaviour then a Behaviour Point will be given by the member of staff. ***The Behaviour Point is an electronic record of a student's unacceptable behaviour; it is not the consequence.*** Behaviour Points can also be issued after the event, if the incident is proven to have taken place. For each Behaviour Point:

- The student must be made aware,
- It must be recorded on Arbor during the same day by the member of staff issuing it,
- The parent must be informed – this will be done automatically if the parent/s have the Arbor Parent App. A phone call or email from the member of staff issuing it might also be required if deemed necessary or appropriate,
- An appropriate protective or educational consequence must also be included and recorded on SIMS.

If a student continues to behaviour in an unacceptable fashion after a Behaviour Point has been given then the student can be referred to:

- The subject Leader if the behaviour occurred in a lesson especially if this is in an isolated subject area,
- Their Year Leader – if the incident happened outside of lesson times (break time, lunch time, before/after school),
- A member of the SLT – if the incident happened in a lesson the teacher can contact the Main Office and request that additional support is sent to the class. The first-responder in this instance will be a member of the SEN team or a member of the SLT. For a student to be removed from a lesson for disruptive behaviour the above steps must have been followed first.

Wessex MAT Middle Schools' Home Learning Approach

Home learning (homework) refers to tasks given to students by their teachers to be completed outside of usual lessons. Common home learning activities include completing tasks assigned in lessons, preparing for tasks in future lessons and revision for tests and examinations. The main purpose of home learning is to develop independent learning skills and to encourage a resilient, self-disciplined attitude to learning.

According to research, home learning can be most effective if tasks set relate to work currently being taught in class. It should allow students to further embed knowledge as well as offer the opportunity for students to research independently. With that in mind, all three Middle Schools broadly offer the same timetable of home learning, although individual schools may amend or adapt as necessary.

The importance of reading to and with your child cannot be overestimated. Children that are read to develop a wider vocabulary and are more able to make connections between ideas, giving them an advantage in every area of life. All WMAT Middle schools believe that reading should be both a pleasure and a priority for our students. For that reason, reading at home is the most important part of WMAT Middle Schools' home learning policy. Individual schools will provide ways that families can be supported in helping their child become a competent reader.

Parents and Carers should encourage their children to complete home learning tasks diligently and try to ensure reasonable conditions for learning. Parents and Carers can help sons and daughters with home learning by discussing tasks, testing something that has been learned and talking about ideas.

Use of a Homework Point

The same system for issuing a Behaviour Point is used to record a Homework Point (via Arbor); this allows parents/carers to see when their child has not met a homework deadline set by an adult at school (via the Arbor Parent App).

8.2 Physical Intervention (Touch Policy)

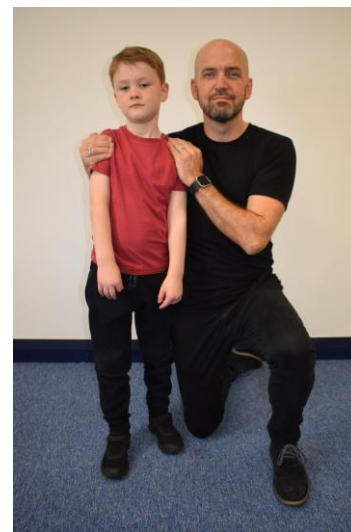
Placing hands on a student is always to be avoided. If physical contact will help to guide a student out of a situation, we operate a sideways body, open L-shaped hand approach to gently guide, ideally with palms facing down/away from the child.

If required, it is acceptable for members of staff to make physical contact with a student when it is required to:

- Physically separate a child from their parent
- Carry a child to protect them or place them in a safer environment
- Physically comfort a child in times of distress – ‘supportive hug’ (see picture).

Supportive hug:

- ✓ Sideways stance
 - ✓ Hip in
 - ✓ Head away
 - ✓ Closed mittens (hands) on each shoulder
 - ✓ Clear verbal intent/reasoning
- Steering, guiding or escorting a child
 - Restraining a child - in exceptional circumstances, staff may use reasonable force to restrain a student to prevent them hurting themselves or others or damaging property



Incidents of physical intervention must:

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

8.3 Confiscation

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

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate. In particular, mobile phones will be confiscated immediately and without warning and held until a parent can collect. Mobile phones are not allowed to be out of lockers between 8.40am and 3.15pm.

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

8.4 Student support

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

The school's SENCo (Special Educational Needs Co-ordinator) will evaluate a student who exhibits difficult and/or dangerous behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the PSP (Pastoral Support Plan) and review it on a regular basis for any child on Behaviour Stages 3 or 4.

9. Student transition

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

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

10. Training

The school has senior staff trained to facilitate the Therapeutic Thinking approach in school. Our staff are provided with training on managing behaviour annually, including proper use of applying touch appropriately.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

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

12. Links with other policies

This behaviour policy is linked to the following policies:

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

Appendix 1: written statement of behaviour principles

Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All students, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to students at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the relationships policy

The relationships policy is understood by students and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Students are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and students' home life

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

Appendix 2: Behaviour Log

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

Appendix 3: letters to parents about student behaviour – templates

GOING ON to stage 1

Date:

Dear Parent/Carer/Guardian,

Re: Increasing your child's Behaviour Stage and support

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

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

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

Behaviour Stage	Student reports to:
4	Head of School Mr Biddle
3	Assistant Headteacher Mrs Staddon
2	Year Leader XXX
1	Tutor XXX

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

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

Kind regards,

Tutor

Tutor name:

Tutor

signature:

Date: _____

Behaviour letter – return slip

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

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

GOING UP stage 1 to 2

Date:

Dear Parent/Carer/Guardian,

Re: Increasing your child's Behaviour Stage and support

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

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

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

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

Behaviour Stage	Student reports to:
4	Head of School Mr Biddle
3	Assistant Headteacher Mrs Staddon
2	Year Leader XXX
1	Tutor XXX

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

Please attend the meeting scheduled for the following date:

Date	Time	Year Leader/other staff

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

Kind regards,

Year Leader

Third behaviour letter

GOING UP stage 2 to 3

Date:

Dear Parent/Carer/Guardian,

Re: Increasing your child's Behaviour Stage and support

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

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

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

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

Behaviour Stage	Student reports to:
4	Head of School Mr Biddle
3	Assistant Headteacher Mrs Staddon
2	Year Leader XXX
1	Tutor XXX

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

Date	Time	Assistant Headteacher
		Mrs Staddon

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

Kind regards,

Mrs Staddon

Fourth Behaviour Letter

GOING UP stage 3 to 4

Date:

Dear Parent/Carer/Guardian,

Re: Increasing your child's Behaviour Stage and support

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

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

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

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

Behaviour Stage	Student reports to:
4	Head of School Mr Biddle
3	Assistant Headteacher Mrs Staddon
2	Year Leader XXX
1	Tutor XXX

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

Date	Time	Meeting with Head of School
		Mr Biddle

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

Kind regards,

Mr Biddle

Appendix 4 - letters to parents about student behaviour – templates

GOING DOWN Stage 4 to 3

Date:

Dear Parent/Carer/Guardian,

Re: Changing your child's Behaviour Stage

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

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

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

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

Behaviour Stage	Student reports to:
4	Head of School Mr Biddle
3	Assistant Headteacher Mrs Staddon
2	Year Leader XXX
1	Tutor XXX

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

Kind regards,

Year Leader

GOING DOWN stage 3 to 2

Date:

Dear Parent/Carer/Guardian,

Re: Changing your child's Behaviour Stage

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

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

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

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

Behaviour Stage	Student reports to:
4	Head of School Mr Biddle
3	Assistant Headteacher Mrs Staddon
2	Year Leader XXX
1	Tutor XXX

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

Kind regards,

Year Leader

GOING DOWN stage 2 to 1

Date:

Dear Parent/Carer/Guardian,

Re: Changing your child's Behaviour Stage

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

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

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

Behaviour Stage	Student reports to:
4	Head of School Mr Biddle
3	Assistant Headteacher Mrs Staddon
2	Year Leader XXX
1	Tutor XXX

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

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

Kind regards,

Year Leader

GOING DOWN stage 1 to OFF

Date:

Dear Parent/Carer/Guardian,

Re: Changing your child's Behaviour Stage

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

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

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

If you wish to discuss this further please contact your child's form tutor.

Kind regards,

XXX

Year Leader

XXX

Tutor

Staged Behaviour Support

General Behaviour support of Tutor Group

Tutors perform regular (at least weekly) monitoring of tutor group behaviour incidents (can use SIMs graphs)

- Informal discussions with children who are receiving Behaviour Points
 - E.g. “I’ve noticed you received a point in Geography”
 - “What happened in Science yesterday – can I help you with anything?”

Children receiving at least 5 behaviour points in a week on consecutive weeks need to go onto Stage 1.

(If these are all from the same lesson/teacher, then a conversation with that teacher should precede the Stage 1.)

Stage 1 Protocol

Issue letter to parents informing them of moving onto Stage 1.

First 2 weeks

Daily (or as close as possible) informal discussions about behaviour during registration time.

At Tutor discretion: issue a White report card detailed below.

After 2 weeks

Continue daily discussions, if Behaviour Points are still being given, review use of Whitereport card

- 3 x individual targets, based on the type of behaviours we are trying to change.
- Tutors to check cards daily (or as close as possible)
- Update targets as necessary
- If low marks are given, appropriate guidance should be given by tutors

If behaviour has changed, and less/no points are given, student to remain on Stage 1 with continued tutor monitoring for the remaining time. Whitecards can be introduced at any time during this 4 week period.

After six weeks

If behaviour has not changed or worsened, refer to Year Leader for Stage 2.

If behaviour has improved, issue Behaviour Stage 1 reduction letter to parents.

Stage 2 Protocol – Year Leader Involvement

Year Leader to issue letter to parents informing them of moving onto Behaviour Stage 2, and to arrange meeting with parents to support improving the student’s behaviour.

First two weeks

Weekly break/lunch time meeting with Year Leader to discuss progress with behaviour.

Tutor to continue to monitor progress and update targets using White Report Card

After two weeks

If behaviour has improved, Year Leader meeting move to fortnightly.

If behaviour deteriorates, Year Leader to use discretion as to the frequency of Break/lunch Year Leader meetings.

If behaviour still has not improved, move to Behaviour Stage 3 (refer to Assistant Headteacher)

Throughout the academic year

Tutor, Year Leader, SLT and other associated staff should add relevant behaviour information (such as Behaviour Stages, dates of parental meetings) used during the year to Arbor as a Linked Document so that the history is available to the receiving tutor and teachers.